

UNM Speech & Hearing  
Sciences  
Graduate Student Handbook for  
Master's Degree in Speech  
Language Pathology

Fall 2025

The University of New Mexico  
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Master's Student Handbook  
ACKNOWLEDGEMENT  
Signature Page

I, \_\_\_\_\_ (student's name), have read the SHS Master's Student Handbook (v08\_25), which outlines the department's policies, practices, and procedures. By my signature below, I acknowledge, understand, accept, and agree to comply with the information, and undertake the responsibilities contained in the SHS Master's Student Handbook. Since the information and responsibilities contained in this Handbook are subject to change, I understand that revisions to the Handbook may occur and that such revisions will supersede the policies, practices, and procedures outlined here. The SHS Department's Chair and/or Clinic Director will inform students immediately of such revisions. For additional policies, please review University policies in the Pathfinder.

**Student's Name (print):** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**UNM Department of Speech and Sciences**  
**Graduate Student Handbook for Master's Degree in Speech Language Pathology**  
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*Note: University policy will be employed whenever department policy is not specified.*

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# Chapter 1

## Program Overview

## 1.1 INTRODUCTION

This handbook has been written as a reference for students. It provides a general description of the master's program in speech-language pathology (SLP) in the Department of Speech and Hearing Sciences (SHS) at the University of New Mexico. It contains information about departmental policies, procedures, practices, and regulations that students most often need. It is not an exhaustive collection of all policies of the University of New Mexico (UNM). Students should also review the current UNM catalog (especially the section from Graduate Studies which can be found at [2024-2025 Catalog](#)), the UNM Pathfinder Student Handbook, which can be found at <https://pathfinder.unm.edu/>, and the American Speech-Language-Hearing Association (ASHA) certification information at <https://www.asha.org/certification/aboutcertificationgeninfo/>

Students enrolled in clinical practicum in speech-language pathology will need to review [Chapter 4: UNM Clinic Policies and Procedures](#) of this handbook.

Please consult with the graduate student advisor, program director, clinic director, or other appropriate staff or faculty members if you have questions about any of the information in this handbook.

## 1.2 HISTORY

Over the past 50 years, many dedicated faculty, staff, and students have helped make this department a productive and respected contributor to audiology and speech-language pathology. We are proud to have you join us!

In 1947 the Division of Speech was established within the Department of English at UNM, and Fred M. Chreist Sr. was hired to develop a program for “detecting deficits in pronunciation and the use of the voice.” In 1949 the division became the Department of Speech and by 1953 students choosing to study speech correction were offered nine courses, all taught by Dr. Chreist. The audiology program had its beginnings in 1963, when an audiologist at the Lovelace clinic was hired to teach a course in audiology and a sound-treated booth and audiology equipment were purchased. By 1966, master's degree programs in both audiology and speech-language pathology were offered by the Division of Speech Pathology and Audiology within the Department of Speech, and the faculty had grown to four professors and three supervisors. The Department of Communicative Disorders was finally established in 1972, with Dr. Lloyd Lamb as the first chairperson. Our initial ASHA accreditation in speech-language pathology was awarded in 1972 and the audiology program became accredited in 1976. The department resided in a small house at 1801 Roma on the main campus until 1980, when we moved to “temporary” buildings at 901 Vassar NE. Our name was changed to the Department of Speech and Hearing Sciences in 1998. In Fall 2004 the department moved to our new, permanent location, 1700 Lomas NE under the leadership of Dr. Amy Wohlert. Since that time our department has been guided by the following department chairs—Dr. Janet Patterson, Dr. Philip Dale, Dr. Barbara Rodriguez, and Dr. Phyllis Palmer.

For a more complete department history, please visit UNM's digital repository at [https://digitalrepository.unm.edu/unm\\_hx\\_essays/8/](https://digitalrepository.unm.edu/unm_hx_essays/8/).

### 1.2a Department's Mission

The Department of Speech and Hearing Sciences at the University of New Mexico continually pursues “excellence” in academics and clinical services. Our mission is to support the missions of the University and the College of Arts and Sciences by:

- creating and disseminating scientific, assessment, and intervention knowledge about communication sciences and disorders within our own academic discipline, and in collaboration with related disciplines;
- providing high quality educational experiences in both academic and clinical contexts to prepare students to become effective professionals in speech-language pathology and related professions;
- providing excellence in clinical service (a) through the University of New Mexico Speech-Language Clinic and affiliated professionals and agencies in the community and (b) by serving as a model of clinical services
- serving the unique needs of the state of New Mexico by increasing the participation of culturally diverse populations in our disciplines, preparing our students to be leaders in a multicultural and multilingual society, providing our students with unique opportunities to excel in multicultural and multilingual settings, and collaborating with other disciplines to ensure our graduates are prepared to provide comprehensive and effective services.
- creating a culture of research achievement to support the evidence base of our clinical disciplines

## **1.3 ORGANIZATION OF THE DEPARTMENT**

SHS offers an undergraduate major in speech and hearing sciences preparing students for graduate work in either audiology or speech-language pathology, and a graduate program leading to the Master of Science degree in speech-language pathology.

The chairperson of SHS reports directly to the Dean of Arts and Sciences. SHS is one of 24 departments in the College of Arts and Sciences. Our graduate program is administered through Graduate Studies (<https://grad.unm.edu/home/>).

The program director monitors departmental compliance with ASHA standards and Council on Academic Accreditation (CAA) accreditation criteria. When violations or inconsistencies occur, these are reported to the required agencies and the department chair (if different from the program director).

Within the department, the SHS chairperson is the administrator responsible for matters pertaining to undergraduate, academic and clinical graduate study, and oversees the department's administrative functions. The chairperson is supported by the associate chairperson. Departmental graduate policies are developed by the SHS faculty and monitored by the department chairperson/program director, associate chairperson, graduate student advisor, and clinic director.

The department administrator (DA) is the department manager and business officer. The DA is joined by an administrative assistant and an academic coordinator who are responsible for administrative matters pertaining to the department administration, the graduate program, and



support of clinical operations. The Clinical patient coordinator oversees daily patient-related functions.

The SHS academic (tenured and tenure-track) faculty are responsible for academic and research functions of the department. They create the curriculum and teach most of the courses. Academic faculty engage in on-going scholarship, usually in the form of research projects, serve on various department, university, and national committees, and may have other departmental duties such as student advising.

The SHS clinical faculty are responsible for the department's clinical education and functions. They create clinical programs and supervise clinical services delivered within the UNM Speech Language and Hearing Center (UNMSLHC). Clinical faculty may teach undergraduate and graduate courses and serve on various department committees as needed.

The UNMSLHC provides evaluation and treatment of communication and swallowing disorders to people of all ages in the community and accepts most insurances. The clinic director oversees clinic operations and the clinical education of graduate students, while the department chair/program director ensures adherence to the ASHA CAA accreditation standards.

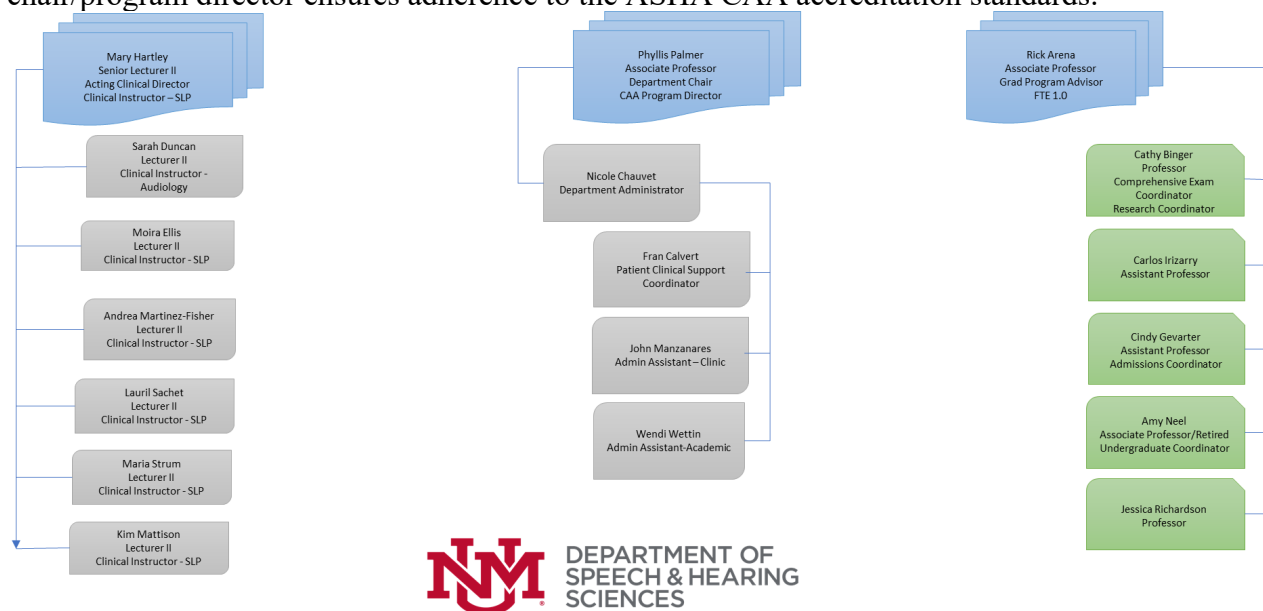


Figure . Simplified organizational chart of SHS faculty and staff.

## 1.4 CONCERNS AND COMPLAINTS

We hope that students will be able to resolve most concerns by direct discussion with the parties involved. That means that when concerns arise, they should first be addressed with the parties involved. If a concern or dispute cannot be resolved in that manner, the chair of the department and/or the clinic director should be consulted. Should additional steps be required, the UNM Pathfinder (<http://pathfinder.unm.edu/>) details both formal and informal grievance procedures.

For complaints regarding standards of accreditation and ethical practice, please discuss your concern with the department chair or CAA program director. If you continue to have concerns, you may consult the CAA via the ASHA website at

<https://caa.asha.org/programs/complaints/>; or write to the **Council c/o ASHA at 2200 Research Blvd, Rockville, MD 20850-3289**; or call the **ASHA office at 301-296-5700 or 800-498-2071**. Your request will be routed to the appropriate official.

For concerns relating to NM state licensure and state regulation of clinical services, you may contact the **New Mexico Speech-Language Pathology, Audiology, and Hearing Aid Dispensing Practices Board at 505-476-4622**.

For concerns pertaining to ethical practice in research, you may contact the **UNM Office of the IRB at 505-277-2644** or [IRBMainCampus@unm.edu](mailto:IRBMainCampus@unm.edu).

# **Chapter 2**

## **Advisement, Courses, and Credits**

## 2.1 GRADUATE PROGRAM

### 2.1a Master of Science Degree

The Master of Science (M.S.) program in speech-language pathology (SLP) at UNM is accredited by the CAA in Audiology and Speech Language Pathology. The program adheres to the current standards for accreditation of graduate education programs in speech-language pathology and is designed so that students can complete the CAA clinical credentialing standards, the New Mexico Speech-Language Pathology, Audiology, and Hearing Aid Dispensing Practices Board, and New Mexico Public Education Department requirements. For most students, the Master of Science is a terminal degree in that they enter the profession upon completing the degree. However, the master's program also prepares students for further graduate work as a Ph.D. student, especially if they elect to complete a thesis during their master's program.

Once a student accepts admission into the SHS master's program, the SHS graduate advisor will develop a program plan that includes the courses that the student will take and their sequence. Upon completion of the department program plan, the student will sign the plan to indicate their agreement to adhere to the stated program plan. **It is very important that you NOT make any changes to your program plan without receiving approval from the graduate student advisor. Unapproved changes in courses, course sequence, grading option, etc., can cause significant problems such as delay of your graduation date by up to a year.** After your program plan is established and signed, you can meet with the graduate advisor whenever you have questions about your program. While the graduate advisor and all the other SHS faculty and staff members will do their best to help you complete the program, the ultimate responsibility for meeting all requirements rests with the student: You!

To help ascertain that you are completing all requirements and making satisfactory progress in completing the graduate program and meeting certification requirements, your progress in meeting the ASHA knowledge and skills standards (KASA) is documented using the CALIPSO web-based system. *All students have access to their CALIPSO data and must ensure that the information in Calipso is accurate and current.* Incomplete information should be reported to the Clinic Director and the Graduate Advisor.

All graduate requirements for the master's degree must be completed within seven years of your first enrollment in the graduate program, as required by the UNM Office of Graduate Studies [2024-2025 Catalog](#)

## 2.2 M.S. PRE-REQUISITE COURSEWORK

Students often enter the UNM SLP graduate program having completed an undergraduate program in Speech and Hearing Sciences, or Communication Sciences and Disorders, or Speech-Language Pathology and Audiology. Students with undergraduate majors in the field normally have obtained the prerequisite coursework, but each student must consult with the graduate student advisor to ensure that their undergraduate coursework satisfy current certification and licensure requirements, as well as departmental/program requirements.

Students may also enter the UNM SLP graduate program having completed an undergraduate degree program in other disciplines (e.g., Psychology, Anthropology, Spanish, Linguistics, etc.).

Often these students will have completed a few pre-requisite courses while preparing their graduate school applications and will have some pre-requisite courses outstanding. Each student must consult with the graduate student advisor to ensure that their undergraduate coursework will satisfy current certification and licensure requirements, as well as departmental/program requirements.

*Please note that entering the graduate program **without** all prerequisite coursework will extend the length of an individual student's graduate program. You should not expect to finish the program in 2 years if you require prerequisite coursework.*

## 2.2a Pre-requisite (300- and 400-level) courses

UNM graduate students, who require leveling (i.e., completion of prerequisite coursework) as part of their graduate program *are not allowed to complete more than 6 credit hours of SHS leveling coursework* through on-line course offerings ***at other institutions*** after they have begun the graduate program. The relevant UNM SHS academic advisor must approve the courses ***prior to*** the students' enrollment in the online course(s). Any on-line course completed at another institution by a UNM graduate student ***without prior approval*** may not be accepted toward completion of the 300- and 400-level coursework.

The following courses (or their equivalents) are pre-requisites for various graduate courses. Please confer with the graduate student advisor about specific prerequisites and enrollment in prerequisite coursework and whether graduate credit is required.

- **SHS 303 English Phonetics**

An introduction to the physiological mechanisms underlying speech production, linguistic classification and transcription of speech sounds, acoustic properties of speech sounds, relationship between phonetics and phonology, and applications to speech-language pathology.

- **SHS 310 Anatomy and Physiology of Human Communication**

Introduction to basic anatomy and physiology for speech, language, hearing and swallowing. Covers five systems: respiratory, articulatory, auditory, and neurological.

- **SHS 321 Introduction to Audiology**

Basic hearing science, pathological conditions of the auditory system, audiometric testing - Prerequisite: SHS 310.

- **SHS 330 Introduction to Communication Sciences**

Introduction to speech and hearing science. Covers basic science of sound, acoustic theory of speech production, acoustic and physiologic phonetics, sound transmission through the auditory system, acoustic and physiologic consequences of speech and hearing disorders.

- **SHS 425 Aural Rehabilitation**

Appraisal and management of individuals with impaired hearing. Prerequisite: SHS 321.

- **SHS 428 Phonological Disorders in Children**

Assessment and treatment of articulation and phonological disorders. Prerequisite: SHS/Ling 303.

- **SHS 430 Language Development**

Developmental sequence of language acquisition and changes in communication behavior across the life span from birth to adulthood. Covers specific areas of phonology, morphology, semantics, syntax, pragmatics, literacy and metalinguistics.

- **SHS 431 Language Disorders in Children**

A survey of language disorders in children and intervention. Topics include descriptions of clinical populations, intervention principles and methods, and linguistic, medical, developmental and cultural issues in intervention. Prerequisite: SHS 430.

- **SHS 450 Neural Basis of Communication**

Structure and function of the central and peripheral nervous systems as they relate to normal and disorders communication. Prerequisite: SHS 310.

- **SHS 458 Pre-clinical Training**

Course content includes behavioral objectives, program design, data collection, client/family counseling, ethnographic interviewing with multicultural families, behavioral management and professional issues including certification and licensure requirements, ethical conduct and federal law protecting individuals with disabilities. Prerequisite: SHS 428. Pre- or co-requisite: 431.

- **SHS 459 Multicultural Considerations in Communicative Disorders**

Students will obtain knowledge and understanding of how the cultural and linguistic diversity of clients affect communication. Appropriate assessment procedures and intervention strategies will be discussed. Prerequisite: SHS 302.

The above listed 300-400 level courses or their equivalents must have been taken **no more than six years prior to entering the graduate program** and you must have **earned a grade of B or better** for those courses to count toward your ASHA requirements and serve as prerequisites for the graduate curriculum. The SHS graduate advisor will help you to determine equivalencies between these courses and those from other universities.

## 2.2b Additional ASHA Course Requirements: Sciences

To satisfy ASHA knowledge standards, in addition to the prerequisite coursework and graduate coursework, students are required by ASHA to complete the following credit hours with a **grade of C or better**.

- Three semester-credits in biological sciences
- Three semester-credits in physics or chemistry
- Three semester-credits in behavioral and/or social sciences
- Three semester-credits in statistics.

If you have not completed courses in these areas, you should do so ***within the first three semesters of your graduate enrollment***. Note that not all coursework is accepted for ASHA requirement. For

example, earth science classes cannot be used to count toward the ASHA science requirements. You will need to check with the graduate advisor to confirm if your current biology, chemistry or physics, behavioral science, and statistics courses meet the ASHA requirement.

## 2.3 GRADUATE STUDENT ENTRANCE REQUIREMENTS

### 2.3a Essential Functions

To acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have essential skills and attributes in five areas.

- communication
- motor
- intellectual-cognitive
- sensory-observational
- behavioral-social

These skills enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the graduate program through coursework and clinical experience. Failure to meet or maintain the Essential Functions may result in action against the student, including, but not limited to, dismissal from the program.

All students are required to read, understand, agree to, and sign an [Essential Functions document](#). The signed Essential Functions document is retained in the student's file.

### 2.3b Current Immunizations

SHS is a health profession. All students must adhere to standard of care with respect to immunizations. Annual immunizations are a requirement to participate and remain in our graduate program. All students are required to keep immunizations current including: measles-mumps-rubella (MMR), tetanus-diphtheria-pertussis (Tdap), varicella (chicken pox), Hepatitis B vaccine, COVID vaccine (and boosters), influenza (flu shot) AND serologic and tuberculosis (TB) testing. ***Annual immunizations are a requirement to participate and remain in our graduate program.***

Students who do not comply with immunization requirements will not be allowed to participate in the clinic until all documentation is received and approved by the department. If noncompliance is not addressed by the student when requested by the department, you may be removed from the program. Noncompliance with any of the clinical compliance requirements results in reduced opportunity for clinical clock hours. This may require an additional clinical rotation (i.e., extra two credits) and extends the graduation date by a minimum of one semester.

If a student requests to opt out of immunizations for medical reasons, the program cannot guarantee that the student will be allowed to complete required clinical experiences. As a result, students who do not meet the required academic and/or clinical criteria for the program will not be eligible to receive the master's degree in speech-language pathology. If a student has a medical condition that prevents them from receiving certain vaccines, students can have their

provider or a SHAC provider help with the medical exemption. You can review the immunization requirements and processes at <https://shac.unm.edu/services/allergy-immunization/hsc-clinical-students.html>.

Please note that some clinical sites are willing to accept a student clinician who is not immunized on the condition that the student wear a mask or take other precautions to protect patients, other health care providers and themselves. Certain clinical techniques, however, are not feasible while wearing a mask, and will, in turn, affect the student's ability to earn required clock hours.

### Immunization Procedures

- Proof of immunizations must be documented on the “Immunization Requirements for UNM Students in Healthcare Programs” form at the Student Health and Counseling (SHAC) Center: [UNM Student Immunization requirements](#). Instructions on how to provide an immunization record for review and approval can be found [here](#)
  - Students need to bring immunization records with them to their appointment at SHAC.
  - *The SHS department cannot accept other immunization documentation, only those from UNM's SHAC Center.*
- TB testing is required upon entrance to the program. After the initial testing, annual TB testing or screening is required for individuals with latent TB infection (LTBI) and have not been treated. Individuals who have LTBI should contact the SHAC Allergy & Immunization clinic to complete a symptom questionnaire. Please note that some off-site placements may require a new TB test prior to placement.
  - If you are notified of TB exposure during your clinical rotations, you will need to contact the SHAC Infection Control Nurse for follow up instructions. Please call **277-3136** and ask to speak with the infection control nurse.
- Influenza must be renewed annually.

### COVID-19he University recommends that all students get the COVID vaccine and COVID boosters.

*Note: External placements may require additional immunizations or medical tests, such as drug screenings. Students are responsible for ensuring they meet all external placement requirements.*

### 2.3c Criminal Background Check

Students are required to complete a criminal background check and fingerprinting upon admission to the graduate program and annually thereafter, through the New Mexico Department of Health Criminal Background Screening Program. Often an additional (clinical site-specific) background check is required, especially for school placements. Findings on the criminal background check may prevent students from progressing through the program. Additionally, findings on the criminal background check may prevent students from being eligible for New Mexico State Licensure as a speech-language pathologist.



### 2.3d Calipso Electronic Student Portfolios

All incoming students will be required to set up an electronic portfolio and tracking system through CALIPSO. Students pay a one-time fee for CALIPSO upon entry to the graduate program. The payment is made directly to CALIPSO. Students are responsible for setting up their own portfolio and for data entry of clock hours. ***Students must also frequently monitor their progress toward ASHA academic and clinical requirements.***

The following will be tracked through CALIPSO:

- Student compliance requirements as noted above
- Clock hours
- Clinic performance evaluations
- Successful completion of course standards
- Student and client demographic data.

## **2.4 GRADUATE COURSES FOR A MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY**

Program plans are developed with the graduate advisor. Program plans vary because prerequisites dictate the sequence of courses. Students who have not completed all required undergraduate prerequisites will need to add those courses to their graduate program. ***Most graduate courses (except clinic) are offered only once per year.***

### 2.4a Overview of Graduate Credit Hours

Course	Credits
SHS 500 Clinical Practice ( <i>at least 4 enrollments</i> , no more than 2 in summer)	8
SHS 501 Clinical Foundations	1
SHS 502 Medical and School Practice Issues	1
SHS 503 Low-incidence Disorders	1
SHS 504 Audiology Clinic	1
SHS 505 Principles of Assessment in Communication Disorders	1
SHS 506 Fundamentals of Evidence-Based Practice	2
SHS 507 Adult Neurogenic Communicative Disorders	3
SHS 507L Adult Neurogenic Communicative Disorders Lab	1
SHS 508 Assessment and Intervention for Children with Speech Sound Disorders	2
SHS 509 Counseling in Communication Disorders	1
SHS 516 Language Disorders in Children	3
SHS 517 Swallowing and Feeding Disorders	4
SHS 518 Neural Basis of Communication	3

SHS 519 Preclinical Training	3
SHS 520 Culturally Responsive Practices in Speech, Language and Hearing Sciences	3
SHS 523 Craniofacial Speech Disorders	1
SHS524 Social Communication and Developmental Disabilities	3
SHS 525 Voice Assessment and Treatment	3
SHS 531 Motor Speech Disorders in Adults	2
SHS 532 Augmentative Communication	3
SHS 538 Stuttering and Fluency Differences	2
SHS540 Language Disorders in Early Childhood	2
SHS542 Language Disorders in School-Age Children	2
SHS 562 BILINGUAL	
SHS 557 Professional Issues in Speech Language Pathology	1
SHS 558 Clinical Internship	3
500-level elective – 6 credits total (e.g., two 3 credit, or three 2 credit courses OR 6 credits of thesis)	6
TOTAL minimum required graduate credits	54

*\*Note that elective credits are only required for the non-thesis option.*

## 2.4b Required Graduate Courses & Descriptions

- **SHS 500 Clinical Practice– 2 credits (4 enrollments required x 2 credits each = 8 credit hours)**

Practicum assignment and seminar covering a variety of topics in clinical practice including diagnostics and evaluation, practice in school and hospital settings, and supervised practice in off-campus sites. Offered fall, spring, summer. Prerequisite: SHS 458.

At least 4 enrollments in SHS 500 are required. An additional 500 clinic enrollment may be required if students have not achieved a minimum of 400 hours of client contact or experience with an appropriate range of clients and disorder types.

- **SHS 501 Clinical Foundations– 1 credit**

Practicum seminar covering the foundations for intervention in speech-language pathology. Topics include clinic documentation, materials, data collection, treatment plans, facilitation techniques, and counseling and management of behavior as they apply to real-life clients.

- **SHS 502 Medical and School Practice Issues – 1 Credit**

The course focuses on practice issues in medical and school settings. Issues of terminology, documentation (EMR, IEP), eligibility, insurance, interprofessional collaboration, and special education law will be covered.

- **SHS 503 Low-incidence Disorders – 1 credit**

Practicum seminar covering the integration of coursework as it applies to virtual reality cases on KASA skill competencies that apply to low incidence disorders.

- Note: 503 maybe taken twice to increase clock hours from simulated cases. When taken the second time, it will be taken as a problems course with the instructor.

- **SHS 504 Audiology Clinic– 1 credit**

A clinical practicum that provides exposure to individuals with suspected or confirmed hearing loss and/or amplification devices.

- **SHS 505 Principles of Assessment in Communication Disorders – 2 credits**

This course focuses on the principles that speech-language pathologists (SLPs) use to conduct assessments with individuals who are suspected of having communication, cognitive, or swallowing disorders.

- **SHS 506 Fundamentals of Evidence-Based Practice – 2 credits**

- Based on a scientist-practitioner model, this course is an introduction to research design with an emphasis on conceptual foundations and critical evaluation. Prerequisite: Psych 2510.
- **SHS 507 Adult Neurogenic Communicative Disorders– 3 credits**

Comprehensive survey of predominant adult neurogenic communication disorders. Content includes theoretical issues, etiology, differential diagnosis, symptomatology, prognosis and recovery. Prerequisite: SHS 450.

- **SHS 507L Adult Neurogenic Communicative Disorders Lab– 1 credit**

- **SHS 508 Assessment and Intervention for Children with Speech Sound Disorders – 2 credits**

This advanced course addresses normal and disordered patterns of speech development, methods of analyzing data, and principles of assessment and treatment of speech sound disorders.

- **SHS 509 Counseling in Communication Disorders – 1 credit**

The course focuses on counseling individuals and caregivers about communication and swallowing disorders.

- **SHS 516 Language Disorders in Children – 3 Credits**

A survey of language disorders in children and intervention. Topics include descriptions of clinical populations, intervention principles and methods, and linguistic, medical, developmental and cultural issues in intervention.

- **SHS 517 Swallowing and Feeding Disorders– 4 credits**

Acquire knowledge relevant to the identification, evaluation, and treatment of infant and adult swallowing disorders. Prerequisite: SHS 450.

- **SHS 518 Neural Basis of Communication – 3 Credits**

Structure and function of the central and peripheral nervous systems as they relate to normal and disordered communication. Prerequisite: 310.

- **SHS 519 Preclinical training – 3 credits**

Course content includes behavioral objectives, program design, data collection, client/family counseling, ethnographic interviewing with multicultural families, behavioral management and professional issues including certification and licensure requirements, ethical conduct and federal laws protecting the handicapped.

- **SHS 520 Culturally Responsive Practices in Speech, Language and Hearing Sciences – 3 Credits**

Students will obtain understanding of how identity and the cultural and linguistic diversity of individuals affect communication. Strategies for sensitive assessment and intervention methods will be presented, including exploration of biases, cultural humility, and privilege.

- **SHS 523 Cleft Palate and Craniofacial Anomalies – 1 credit**

This course will expose students to the multidisciplinary care of cleft lip/palate and craniofacial disorders. Instrumental and non-instrumental approaches to assessment and management of speech, language, swallowing, and hearing issues will be discussed.

- **SHS 524 Social Communication and Developmental Disabilities – 3 credits**

This course focuses on the application of evidence-based social communication intervention strategies for individuals with social pragmatic disorder, autism, and other developmental disabilities. Includes specific strategies and instructional formats such as prompting/cueing, modeling, social narratives, and naturalistic teaching to promote a variety of social communication skills

- **SHS 525 Voice Assessment and Treatment– 3 credits**

Based on knowledge of normal voice production, various voice disorders are surveyed and approaches to evaluation and treatment are discussed. Prerequisite: SHS 310.

- **SHS 531 Motor Speech Disorders in Adults– 2 credits**

Overview of symptomatology of child and adult neurogenic speech disorders with a focus on assessment and treatment. Prerequisite: SHS 450.

- **SHS 532 Augmentative Communication– 3 credits**

Overview and/or hands-on-experience with non-electronic and electronic aids and devices used for augmentative communication. Focus may be on particular disabilities, assessment, therapeutic and/or research issues. Prerequisite: SHS 428, SHS 431.

- **SHS 538 Stuttering and Fluency Differences– 2 credits**

The etiology, characteristics, assessment and treatment of stuttering are covered. Focus is on the knowledge and skills for effective assessment and intervention.

- **SHS 540 Language Disorders in Early Childhood – 2 credits**

This course focuses on assessments and interventions for children ages birth to five who have language and communication impairments.

- **SHS 542 Language Disorders in School-Age Children – 2 credits**

This course focuses on assessments and interventions for school-age children who have language and communication impairments.

- **SHS 557 Professional Issues in Speech Language Pathology–1 credit**

The course prepares students for working as an SLP. This is a seminar lab class covering a variety of topics in clinical practice including contemporary professional issues, policies, practices, guidelines, certification, specialty recognition, licensure, and other relevant professional credentials.

- **SHS 558 Clinical Internship– 3 credits**

The clinical internship includes a full-time (30- 40 hours per week) practicum assignment, which is completed in the graduate student's final semester. The clinical internship is offered fall, spring, and summer.

The clinical internship is a 10-week (minimum) placement during which the graduate student obtains clinical experience and accrues clock hours to satisfy the 400 total clock hour ASHA requirement. If the internship is in the summer semester, your internship will begin a couple of weeks before the beginning of the semester to obtain the 10-week minimum. The internship occurs at an off-campus clinical site. Many internship sites are available in Albuquerque and surrounding area, but the internship may be arranged anywhere in the U.S., provided that appropriate supervision and a contractual relationship (e.g., affiliation agreement) are available. See the [internship section in chapter 4](#) for more details on how to arrange a clinical internship outside the Albuquerque/Santa Fe region.

## 2.5 DEGREE OPTIONS

The degree option chosen by the student (thesis or non-thesis), will dictate the elective credit. In addition to the above-required graduate courses, for a non-thesis track, a minimum of six credits of 500-level elective credits must be completed; for a thesis track, elective credits are not required; 6 thesis credits must be obtained.

### 2.5a Master's Degree, Non-Thesis Option (which requires six 500-level graduate elective credits and a COMPREHENSIVE EXAM)

To receive a master's degree under the non-thesis option, a student must earn a minimum of 54 graduate credit hours, including six 500-level elective credits, and successfully complete the comprehensive examination. There are four pathways to complete the comprehensive exam (described below). Students must also make adequate progress toward the degree and meet the ASHA SLP KASA standards.

- **ELECTIVE CREDIT**

The elective course may be chosen from offerings within SHS or in any other department of the university. The department may offer electives under topics courses (SHS 539). Department electives may not be offered yearly. Department electives may include:

- SHS561: Bilingual Acquisition of Speech & Language (3 credits)

- May also be taken through Linguistics (LING 590: Childhood Bilingualism)
- SHS 539 Topics: Bilingual Assessment (credit hours vary)
- SHS 539 Topics: Geriatric Considerations (2 credits)

Other SHS electives may be offered and will be announced as they become available.

If the elective is not offered within SHS, **you must submit a petition to the graduate student advisor requesting approval of the course.** The course you choose must be 500-level, offered by UNM for a letter grade (credit/no credit grading option is not allowed), and must relate to your graduate studies and career goals in a reasonable way. It is your responsibility to select the course, submit the petition ([Appendix B](#)), and receive approval as early in your program as possible to prevent last-minute difficulties.

The approved petition must be on file **BEFORE** you register for the course. However, if the course for which you received approval is cancelled or if scheduling conflicts prevent you from taking it when planned, you can select another course and submit a new petition as soon as possible (within the first few days of class). You may go ahead and attend your new choice while the petition is being reviewed, but you must be prepared for the possibility that the new course will not be approved. **No petitions will be approved after the second week of the semester.**

#### • COMPREHENSIVE EXAM

Speech-language pathology graduate students who select the non-thesis option are required to pass a comprehensive examination.

There are three pathways to complete the comprehensive exam requirement.

- An in person exam. This comprehensive examination (“comps”) will be offered once a year. See the section on the [comprehensive exam for more details](#).
- Completion of the bilingual concentration and the portfolio exam.
- Completion of the Interprofessional Honors Certificate
- Completion of the LEND program where the final project reflects integration of academic and clinic knowledge.

### 2.5b Master’s Degree Thesis Option

To receive a master’s degree under the thesis option, a student must earn a minimum of 48 graduate credit hours **plus** 6 credit hours of SHS 599 Thesis, and successfully complete and defend his/her thesis project. Students must also make adequate progress toward the degree and meet the ASHA SLP KASA standards.

Students who are interested in completing a thesis, must identify a faculty mentor who is willing to serve as thesis chair and supervise the thesis project. The thesis track requires that the student complete all required courses listed above and enroll in a minimum of six thesis credits (SHS 599) as required by UNM Graduate Studies; however, the student together with his/her thesis advisor determine the distribution of the six credit hours across the academic program plan. Thesis credits are taken on a Progress/No Progress basis. Per Graduate Studies, once initiated, enrollment in SHS 599 *must be continuous* (excluding summer semesters) until Graduate Studies accepts the

completed thesis. Students must be enrolled in at least one credit of SHS 599 in the semester the thesis is completed/defended. The total required minimum graduate credits with thesis is 54.

If you are interested in completing a thesis, you are strongly encouraged to review the SHS Thesis Guidelines document: <https://shs.unm.edu/thesis-guidelines-2025.pdf>

Note that completing a thesis means that you do not complete the comprehensive exam nor are you required to take six elective credits. If you choose to take any of the department electives this will be in addition to the 54 credits required for the Master's degree plus thesis option.

### 2.5c Bilingual Concentration

All graduate students are eligible to earn a bilingual concentration. To earn the concentration, the following coursework must be completed.

- Earn at least 3 credits from the following:
  - [SHS561](#) - Bilingual Language Acquisition: Clinical Implications
  - [LING590](#) - Topics in Linguistics: Childhood Bilingualism
- Earn at least 3 credits from the following:
  - [SHS539](#) - Topics: Bilingual Assessment & Intervention
  - SHS 562 - Bilingual Assessment & Intervention
- Earn at least 3 credits from the following
  - [SHS520](#)- Multicultural Considerations in Communication
    - Note: If you took SHS 459 as an UG at UNM, you **will** need to take an alternate class.
  - Alternate, graduate-level course approved by department advisors.

Although no clock hours are required, you are encouraged to obtain clock hours with bilingual populations through your clinical rotations.

For those opting to complete the final portfolio as a requirement for the comprehensive exam, this decision must be approved by the Bilingual Concentration Coordinator. If you have not made adequate progress on this track, then you will be converted to the comprehensive exam track in January of the last spring semester.

### 2.5d Interprofessional Certificate of Honors

Graduate students in the Master's in Speech-Language Pathology are eligible to earn the Interprofessional Certificate of Honors. To learn more about this program and the requirements, please visit <https://hsc.unm.edu/student-affairs/offices/ipe/certificate-honors.html>.

For those opting to complete the honor's certificate as a requirement for the comprehensive exam, this decision must be approved by the department's Interprofessional Education (IPE) Coordinator. If you have not made adequate progress on this track, then you will be converted to the comprehensive exam track in January of the last spring semester.

## 2.5e Leadership Education in Neurodevelopmental and Related Disabilities (LEND)

Graduate students in the Master's in Speech-Language Pathology are eligible to complete the LEND program. To learn more about this program and the requirements, please visit

<https://hsc.unm.edu/cdd/training-programs/nmlend/> .

For those opting to complete LEND as a requirement for the comprehensive exam, this decision must be approved by the department's LEND Coordinator. If you have not made adequate progress on this track, then you will be converted to the comprehensive exam track in January of the last spring semester.

## 2.7 TRANSFER AND NON-DEGREE CREDITS

You *may* be able to apply previously completed graduate coursework to your SHS degree requirements. You must have successfully met ASHA KASA standards and earned a **grade of B or better** in graduate courses for which transfer credit is requested. If you have taken graduate coursework at another institution, consult the SHS graduate student advisor to see if any of that coursework can be accepted as transfer credit toward this degree. *Often graduate coursework from other institutions is not accepted toward the degree.*

## 2.8 PERFORMANCE STANDARDS

The following rules apply to performance.

- A grade of B or better must be achieved in the required SHS pre-requisite (undergraduate level – UG) courses, graduate courses, and the elective course. If you receive a grade lower than B, you will be required to repeat the course.
- The SHS Department will not permit grade replacement for graduate students (even when graduate students are taking prerequisite 300 and 400 level courses)
- Graduate students are allowed only one course retake while in your graduate program. This applies to all coursework regardless of level.
- If your cumulative grade point average falls below 3.0 (a B average), you will be placed on academic probation by graduate studies.
  - Refer to the [UNM catalog \(Graduate Program section\)](#) for a review of the rules governing probation.
- If a graduate student earns a grade of B- or lower in two leveling (UG) and/or graduate-level courses, he/she will be deemed as not to be making adequate progress toward completion of the degree and will be suspended from the graduate program.

### 2.8a Clinic Performance Standards

Students must be awarded a minimum of “B” in each clinic rotation to “Pass” and move on to the subsequent rotation. If a final grade of B- or lower is assigned, a student must repeat that clinic rotation (register for an additional section of SHS 500), and possibly return to UNM in-house clinic for the next clinic rotation. Clinic hours accrued during the semester in which a final grade



of B- or lower is assigned will NOT be retained. The Clinic Director, in collaboration with the Clinic Instructor (CI), will decide where the student will be placed for the repeated clinic rotation.

To meet clinic requirements towards graduation, the following must be met:

- Successful completion of a minimum of four clinic rotations prior to internship. In some cases, a fifth rotation may be added.
- Successful completion of a minimum of the 10-week of full-time internship (minimum of 32 hours per week) ,
- Completion of at least 400 ASHA Clock hours with all minimum requirements met and supervised by an ASHA certified supervisor
- An overall rating of 3.0 or higher on KASA skill standards across all disorders as documented on the CALIPSO Cumulative Evaluation

### 2.8c Support Plan Process

Graduate students' achievement of KASA standards are monitored throughout the program. A support plan is employed whenever a student does not meet an academic or clinical requirement, or a specific KASA standard associated with an aspect of an academic course or clinical placement. Academic minimums are met when a grade of B or higher is earned in all courses, along with successful completion of each KASA standard associated with a given course.

Clinical requirements use the same grade minimum (B or higher) and in addition students must obtain a 3.0 or higher for each clinical KASA standard.

When minimums are not met at any point during the semester, a written support plan will be developed by the appropriate faculty member and provided to the student as a list of required steps to remediate the noted academic or clinical knowledge and skills. The support plan must be completed in the allotted time to make progress toward the degree. Inability to make progress toward the degree or complete the support plan may result in dismissal from the program.

See [Appendix C](#) for the support plan used for academic knowledge; see [Appendix D](#) for the support plan used for clinical skill.

## 2.9 COMPREHENSIVE EXAMINATION

The comprehensive examination (comps) will be offered once a year. For students who entered the program with all undergraduate requirements completed, the exam will typically be administered during the student's second Spring term. The exact date and format of the exam will be determined by the faculty and shared with the students by the Comps Exam Coordinator **no later than** the midpoint of the fall semester.

The decision to take the examination is made by the graduate advisor and the student. That is, some students may not be eligible during their second year and may take comps in a later year.

Only OFFICIAL UNM email addresses will be used for any email correspondence pertaining to comps. Students are responsible for providing the graduate advisor and comprehensive exam coordinator with their official UNM email address ([x@unm.edu](mailto:x@unm.edu)) and for checking their UNM email accounts.

### 2.9a Announcement of Exam

The eligible students will be notified via email of the format, dates, time, and place of examination.

No later than one month prior to the comprehensive exam (or thesis defense date) student will submit the announcement of exam through [UNM Grad Forms](#).

### 2.9b Attendance

Students who are not completing a thesis are required to attend comprehensive exam. In the event of an emergency that prevents the student from attending, documentation of the emergency will be required to be eligible for a rescheduled exam. Adequate documentation may be, for example, a physician's statement that an illness prevented the student's attendance. The required documentation must be submitted to the Comprehensive Exam Coordinator within one week from the date of the original exam date.

### 2.10 The Master's Thesis

A thesis is an excellent experience for students who wish to gain a thorough introduction to the research process. Students who are interested in pursuing a thesis are encouraged to contact research/academic faculty members to discuss their lines of research and explore options for a thesis project. Because a thesis requires a substantial commitment of time and effort from both the student and the faculty member who is the thesis advisor, it is ultimately the faculty member who determines whether to accept a student for thesis work and the nature of the thesis project. Students may access an electronic copy of the Master's Thesis Guidelines at [SHS Master Thesis Guidelines](#).

### 2.11 Determination of Distinction

Distinction will be awarded, by Graduate Studies (GS), to students who have shown an integrated, applied, and distributed understanding of more than one aspect of the field of speech-language pathology as demonstrated through the comprehensive exam or an exceptional master's thesis. The SHS Department will notify GS of students who meet the department's criteria for Distinction.

## **2.12 THE NATIONAL EXAMINATION - PRAXIS**

Passing the Speech-Language Pathology Praxis examination is one of the requirements for obtaining the Certificate of Clinical Competence (CCC). It is recommended that students take this examination before graduation and near the time that they take the comprehensive exam, or prior to the thesis defense. Applications can be obtained from [www.ets.org/praxis](http://www.ets.org/praxis).

Students ***must indicate on the application form that their score is to be sent to the ASHA national office (score recipient code 5031), and the University of New Mexico's Department of Speech and Hearing Sciences (score recipient code 0187).*** For those who will seek employment in NM,

also send your scores to the *State of New Mexico SLP, Audiology and Hearing Aid Dispensing Practices Board (score recipient code 8692)*,

## 2.13 GRADUATION

SHS hosts a yearly graduation in May for graduates of that academic year (e.g., Fall 2023, Spring 2024, Summer 2024). All graduates of the academic year are eligible to walk in the May graduation event *if all academic coursework is completed*. That is, you may walk in May if you will complete your internship in the summer after the graduation ceremony or the fall semester before the graduation ceremony and have completed all academic coursework except for thesis.

Although we discourage students to walk outside their academic year, students from the upcoming academic year may petition to walk in the ceremony from the previous academic year (e.g., a student graduating in Fall 2023 may petition to walk in May 2023).

### 2.9c Preparing the Program of Study (POS)

Each graduate student must file a Program of Study (POS) with the office of Graduate Studies (GS) before they graduate and before they finalize their comps or thesis. This is completed online *well in advance of* the student's comprehensive examination or thesis defense date. The graduate advisor will inform you when it is time to complete your online POS. All departmental and GS policies related to the filing of the POS must be adhered to explicitly.

Once the POS is submitted by the student it must be approved by the SHS graduate student advisor and the department chairperson. Additional information about the guidelines for completing the POS can be found at [UNM Program of Study](#).

## 2.14 PH.D. PROGRAM

The SHS department has a Ph.D. program. If you are interested to learn more about that opportunity, please talk with the graduate advisor.

# **Chapter 3**

## **Academic and Professional Standards and Policies**

### 3.1 STANDARDS OF BEHAVIOR

Honest and ethical conduct is a cornerstone of the academic and professional missions of this department. Students are expected to hold themselves to the highest standards of conduct and report any instances of dishonest or unethical behavior of which they have knowledge. If students have any questions about what constitutes dishonest or unethical behavior, it is their responsibility to ask clinical and research faculty for clarification. Resources listed below serve as guidelines in defining ethical conduct.

- Please refer to the [ASHA Code of Ethics](#)
- The **UNM Student Code of Conduct** is published in the [UNM Pathfinder](#), which can be accessed at <https://pathfinder.unm.edu/>.

Academic dishonesty may result in a reduced or failing grade for the work in question or the entire course, and the University may take disciplinary action, including dismissal. Plagiarism is a serious form of academic dishonesty.

### 3.2 ACCOMMODATION OF DIFFERENCES AND DISABILITIES

SHS adheres to the UNM Equal Education Policy, which states:

*The University of New Mexico is committed to providing equal educational opportunity and forbids unlawful discrimination on the basis of race, color, religion, national origin, physical or mental disability, age, sex, sexual preference, ancestry, or medical condition. Equal educational opportunity includes: admission, recruitment, extracurricular programs and activities, housing, health and insurance services, and athletics. In keeping with this policy of equal educational opportunity, the university is committed to creating and maintaining an atmosphere free from all forms of harassment.*

We also adhere to the UNM Reasonable Accommodation Policy, which states:

*The University makes reasonable accommodation to the religious observances /national origin practices of a student, an employee or prospective employee, and to the known physical or mental limitations of a qualified student, employee, applicant, or program user with a disability, unless such accommodations have the end result of fundamentally altering a program or service or placing an undue hardship on the operations of the university. Qualified students, employees, or program users with disabilities should contact the Office of Equal Opportunity or Student Support Services for information regarding accommodations. The University of New Mexico is committed to the recognition and proactive pursuit of compliance with the Americans with Disabilities Act of 1990 (ADA).*

### 3.3 ETHICAL CONDUCT AND CLINICAL PRACTICUM

Student participation in clinical practicum is governed by additional considerations and is considered a privilege rather than a right. Clinical practicum participation is different in many ways from class and laboratory assignments. It involves the welfare of the clients, as well as the educational needs of graduate students. We are ethically bound to protect the welfare of the clients in our clinics, so special policies apply to these educational opportunities. All students enrolled in

clinical practicum must abide by the [ASHA Code of Ethics](#) violations of the Code of Ethics may result in permanent dismissal from practicum placement opportunities and may additionally subject the student to dismissal from the academic degree program. Additionally, strict adherence to HIPAA guidelines is also essential to protect the confidentiality of our clients. It is important to understand that the welfare of the client is just as important as the training needs of the student. Admission to graduate study in the Department of Speech and Hearing Sciences at UNM does **not** **guarantee** participation in clinical practicum. The requirements outlined in the [essential functions](#) section must be met.

### 3.4 SOCIAL MEDIA

Social media is an umbrella term that encompasses the various activities that integrate technology, social interaction, and content creation. Social media encompasses many technologies and forms, such as blogs, wikis, photo and video sharing, podcasts, social networking, mashups, and virtual worlds. Means of accessing social media may include applications (Facebook, Instagram, Twitter, Skype, Snap Chat, YouTube, etc.). These devices and applications are subject to having content transmitted to others, with or without consent from the original author.

As you embark on your academic and professional career, it is crucial to recognize the role social media plays. While social media networks offer opportunities for connecting and networking, it is essential to navigate them with caution and responsibility. Students are required to use good judgment when posting information to electronic communications and social networking sites, both personal and those that are related to the University of New Mexico and/or the Department of Speech and Hearing Sciences. UNM SHS students must follow the criteria below:

- No posting, photos, or recordings are allowed during class or clinical experience except when approved by the faculty member or clinical instructor responsible for the learning experience.
  - **Under no circumstances** will a client be photographed without a signed photo release from that individual.
  - Students and faculty should obtain verbal permission from friends or colleagues before posting on social media.
- Maintain professionalism and think before you post.
  - Students create personal public images with their social media posts. Consider that this is the beginning of your professional career. The folks that you engage with while here at UNM are your future colleagues. Be mindful of what you choose to share in a forum that will never be erased.
  - Consider that you represent the SHS Department, the University of New Mexico, and the field of speech-language pathology. Employers commonly review social media sites when considering new hires; thus, students should carefully consider what they contribute to their on-line profile, and that they may be held accountable for anything they post that reflects poorly on SHS or the University.
  - Students should carefully consider the way they describe the program, clinical assignments, and professional experiences. Future or current instructors, supervisors, peers, and co-workers may be reading posts. Respectfulness and professionalism are expected.

- Use of social media that results or could result in individual or group harm, physical or emotional (e.g., damage to an individual's personal or public reputation or harassment resulting in personal or public humiliation of others), will not be tolerated.
- ***Per HIPAA regulations, no information, pictures, videos or descriptions of clients/families can be posted on social media sites.*** Violation of HIPAA regulations may result in appropriate disciplinary action being taken by the University against the student. The Department of Speech and Hearing Sciences takes all violations of HIPAA regulations seriously. Sanctions imposed on violators vary with the seriousness of the violation, ranging from a written reprimand to dismissal from the graduate program. As required by federal law, violations of HIPAA regulations will be documented permanently in the SHS HIPAA Violations Record Book. All members of the SHS Department must comply with HIPAA policies and the procedures outlined in the following document: [SHS Health Insurance Portability and Accountability Act.](#)

Students are welcome to follow our department social media at

- FB: @UNMSpeechandHearingSciences
- Instagram: unmshs

Our department uses the #UNMSHS on all posts to support our social media presence.

### 3.5 COMPUTER USE AND DIGITAL COMMUNICATION

The department maintains computers that are exclusively dedicated to student use located in the SHS building, room #1307. These computers are used for all clinical documentation. Access to the Department Sharepoint will be provided to students as necessary.

Students will log in to the computers using their UNM user id and password. Please do not store your work on these computers. This would be a serious breach of confidentiality for clinic reports and a violation of your own privacy for other work. **Always save your work to Sharepoint ONLY and delete any files you may have created on the hard drive.** Also, please **DO NOT** store clinic/client files on a personal external drive as it is a HIPAA violation. The hard drive will be cleaned of student files regularly, so you run the risk of losing any files you have not saved externally or in the cloud. Students must log out following use of the computer.

If you are having any problems with the computer or with a program you are running, please ask someone in the main office for help. It is better to get help right away than create frustration for yourself and possible damage to the system.

Upon completion of the computer session, students must log out of their session and remove their flash drives, or any other devices from the computer. Failure to do so poses a serious threat to HIPAA compliance and could result in appropriate disciplinary action.

Computer viruses are a constant threat. Be sure to have antivirus software, regularly updated, on your own computer.

Here are the basic guidelines for safe use of departmental computers (you should also be sure to have antivirus software, regularly updated, on your own computer):

- Do not install or download ANY files or programs to the hard drive.

- If you must download something from the internet, save it directly to your own external storage medium (CD, USB memory stick, etc.).
- Never open an e-mail attachment if you are not sure of its contents. Delete it without opening it. In fact, never open an e-mail if you don't know who sent it or why.

Here are some guidelines for e-mail communication.

- You will receive a NETID when you become a student. Your NETID serves as your email address— [netid@unm.edu](mailto:netid@unm.edu) .
- Your UNM e-mail address will be used for all official departmental and university e-mail communication. Therefore, it is essential that you set up a UNM e-mail account if you have not done so already.
- Check your UNM e-mail regularly, preferably daily, during the week.
  - Note that you will have two email addresses—one that ends in unum.edu and one that ends in salud.unm.edu. You will receive essential email in both email accounts. So be sure and check them both.

### 3.5a SHS Graduate Student TEAMS Channel

For ease in department communication, all students will be enrolled automatically in the SHS Graduate Students TEAMS Channel.

The TEAMS channel will allow students and department administration to communicate and share relevant messages.. It also contains student resources the Department deems useful and relevant to our students and pulls from all over UNM to try and make it simpler for students to find what they need. Many of the links and resources in this handbook will be available via the TEAMS channel.

Things that can be accomplished through TEAMS include:

- Booking clinical observations
- Locating financial aid information
- Department calendar events and announcements

*Students are responsible for checking the TEAMS site regularly for department updates.*

## **3.6 Artificial Intelligence**

Artificial Intelligence (AI) tools can be useful for learning and may be permitted, with acknowledgement, in some cases, as described by the course instructor. Your course faculty will let you know whether and how AI resources can be utilized for each assignment. It is the student's responsibility to cite all sources used in coursework and to ensure the information is accurate and credible. Use of AI, if allowed by a given instructor, should be acknowledged according to the expressed expectations of the course instructor and/or the citation style guide. Whenever in doubt, consult UNM Librarians.



### 3. STUDENT RECORDS AND RETENTION POLICY

SHS graduate student academic records will be stored in the department office for ten years after a student graduates or discontinues attendance. For the safety of your information, we recommend that when you leave the SHS Department you have copies of all documentation that you may need in the future.

### 3. GRADUATE STUDENT FUNDING & FINANCIAL AID

The SHS Department will strive to award department-specific funding opportunities to as many master's students as possible. To achieve this goal, the department's financial aid committee will adhere to the following guidelines:

- Incoming graduate students will be considered for department funding or scholarship if they have completed the department-specific financial aid form and submitted it with their admissions application.
- Current graduate students will be alerted via UNM email when funding opportunities become available. At that time students may be asked to update their department-specific financial aid application.
  - The SHS department-specific financial aid application requires students to report current financial aid/awards from other departments, organizations, etc.
  - Department financial aid application form can be found online at [SHS Financial Aid Application](#)
- When available, internal departmental scholarship awards (e.g., funded by private endowments, SHS scholarship, differential tuition) are granted to eligible students. Eligibility for these awards is determined based upon the specific criteria or general area of interest set forth by the donors or approved funding proposals.
- In cases where a single SHS master's student is eligible for multiple financial awards, the department's financial aid committee will present the award options to the student and ask the student to select one. The student will have no more than 7 calendar days to notify the financial aid committee of his/her selected financial aid award.
- If appropriate, more than one financial award may be granted to an individual student.

In addition to the department-specific financial aid application, all graduate students are strongly encouraged to file a Free Application for Federal Student Aid (FAFSA) to be considered for need-based scholarships offered by the SHS Department and UNM.

Additional information about scholarships and other means of support can be obtained from the **UNM Financial Aid Office, Mesa Vista Hall** ([building #56 on the campus map](#)), 1-800-CALL-UNM or 505-277- 8900.

#### 3.7a Appointments Administered Through SHS

##### • GRADUATE ASSISTANTSHIPS

SHS receives allocations from the College of Arts and Sciences for graduate assistantship (GA) funding for masters-level students. The purpose of the college-funded GA positions is

dual-pronged: a) recruitment of a diverse and highly qualified group of masters-level students, and b) support for faculty members' programs of research. The college dictates the number of GA positions available to the department.

SHS college-funded GAs are not allowed to continue their assistantship during their internship semester (SHS 558, final semester in the graduate program).

SHS Graduate Assistants (GAs) are selected by individual SHS faculty and staff based upon students' specific skills and suitability for the tasks that need to be performed. Candidates for GA positions within our department must be enrolled (or scheduled to be enrolled) in the UNM SLP graduate program on a full-time basis (9 or more credit hours per semester). **Each appointment is made for a single semester.** However, the position may continue for more than one semester if the supervising faculty or staff member so wishes, and funding is available. Assistantships are usually limited to no more than four semesters and are typically *not* available in the summer.

Most assistantships require 10 hours of work per week on a time schedule that is acceptable to the supervisor. As specified by the contract, GAs are required to work beginning *one week before* the first day of classes for each semester and continuing through the *last day of finals week*. Assistantships include 6 credit hours of tuition and optional health insurance. . Decisions concerning reappointment will be made at least 3 weeks before the end of each semester. At that time, the assistant will receive a performance evaluation (see [Appendix E](#) for an example).

SHS GAs are supervised, and their performance is evaluated by individual faculty members. Please see the [Graduate Assistantship requirements document](#) on the department website for more information about performance evaluations.

- Available scholarships currently include the following. Not all the scholarships listed below have yearly funding. For a comprehensive list of funding, please visit our website at (<https://shs.unm.edu/programs/master-of-science/funding.html>). **INDIVIDUAL FACULTY RESEARCH AND TRAINING GRANTS**

Faculty in the department may receive research or training grants from a variety of funding sources. The faculty member who has received the grant is responsible for recruiting and hiring students to participate in the grant. The duties, stipends and benefits can vary.

- **THE MARY C. CROSSMAN MEMORIAL SCHOLARSHIP IN COMMUNICATIVE DISORDERS**

This scholarship provides funds for small to modest scholarships to SHS graduate students based on merit and need.

- **THE JOSEPHINE CHEN SCHOLARSHIP**

This scholarship is awarded to a student who shows abilities and interest in working with diverse/multilingual populations. The amount of the scholarship depends on donor funding.

- **THE FRED M. CHREIST, SR. SCHOLARSHIP**

This scholarship is awarded based on academic ability. The amount of the scholarship depends on donor funding.

- **THE RICHARD HOOD SCHOLARSHIP**

Originally directed to the support of students in audiology, this scholarship is now used to support one or more outstanding SHS graduate students in speech-language pathology or audiology. The amount and number of scholarships depends on donor funding.

- **THE BRUCE PORCH SCHOLARSHIP**

This scholarship is usually directed to a graduate student with a special interest in neurological disorders or reading problems. The recipient is selected in consultation with Dr. Porch. The amount of the scholarship depends on donor funding.

- **THE SHS DEPARTMENT SCHOLARSHIP**

This scholarship is directed to graduate students in their second (or third) year of the program who demonstrate significant unmet need as indicated by the FAFSA. The amount of the scholarship varies and depends on the differential tuition revenue generated each year.

- **WORK STUDY**

Both graduate and undergraduate students are eligible for work-study allocations. These allocations are awarded on need. Students must establish eligibility through the UNM Office of **Student Financial Aid in Mesa Vista Hall (505) 277-2041**.

- **HEALTH PROFESSIONAL LOAN REPAYMENT PROGRAM**

This program refunds educational loans for students who agree to work in various (usually rural) sites throughout New Mexico following graduation. Must be a resident of New Mexico to apply. Contact **the NM Higher Education Department, 1068 Cerrillos Road, Santa Fe, NM 87505-1650** <https://hed.nm.gov/financial-aid/loan-repayment-programs/health-professional>

for an application and information.

- **MARY BOLTON-KOPPENHAVER (MBK) STUDENT AWARD FUND**

The MBK student award fund sets SHS graduate students on a course of meaningful involvement in the field by supporting selected students' participation in local and nationwide professional conferences. It was established in honor of a woman who dedicated herself to student learning and tirelessly trail-blazed development of the department's clinical program for close to 30 years.

## 3.9 Apprentices in Speech-Language (ASL)

SHS students may find employment as an Apprentice of Speech-Language (ASL) in local public schools.

### 3.8a Rules and Regulations for ASLs

The following rules and regulations for ASLs were established by the New Mexico Speech-Language Pathology, Audiology and Hearing Aid Dispensing Practices Board, effective November 9, 1998, and must be followed explicitly. SHS supports these regulations and expects any graduate student enrolled in the program that is working as an ASL to adhere to them strictly. If the regulations are not closely followed, the student may endanger his/her license as an ASL, the potential for obtaining a license as a speech-language pathologist upon graduation, and possibly the license of the supervising speech- language pathologist.

Duties as an ASL **must not** include any of the following:

- administering diagnostic tests;
- interpreting data for diagnostic statements or clinical management strategies or procedures;
- selecting or discharging clients for services;
- interpreting clinical information including data or impressions relative to client performance;
- treating clients without following the individualized treatment plan.
- independently composing clinical reports except for progress notes to be held in the client's file;
- referring a client to other professionals or agencies;
- providing client or family counseling;
- developing or modifying a client's IFP/IFSP/Clinical Report or Plan of Care in any way without <sup>the</sup>the approval of the SLP supervisor;
- disclosing clinical or confidential information;
- signing any formal documents without the supervising SLP's co-signature;
- representing themselves as a speech-language pathologist.

Duties that **may** be performed as an ASL include:

- conducting speech-language and/or hearing screenings;
- following documented treatment plans or protocols;
- preparing written daily plans based on the overall intervention plan designed by the supervising SLP;
- recording, charting, graphing, or otherwise displaying data relative to the client performance and reporting performance changes to the supervising SLP;
- maintaining daily service/delivery treatment notes and complete daily charges as requested;
- reporting but not interpreting data relative to client performance to teacher, family, or other professionals;
- assisting the SLP during client treatment and assessment;
- assisting the SLP in research, in-service, training, and public relations programs.

### 3.8b Guidelines for SHS Students who are Employed as an ASL

To receive the maximum benefit from UNM's SLP graduate program, students who are employed as ASLs must adhere to the following guidelines:

- Academic and clinic work will not be compromised for outside employment commitments. Students must be available for clinic from Monday through Friday from 8-5. If availability is limited in that time slot your program plan may be extended.
- It is imperative that ASLs keep their roles as student and ASL separate by complying to the following:
  - As a practicum student you are allowed to do diagnostic testing.
  - As an ASL you are not allowed to do testing in any capacity other than assisting the certified speech-language pathologist.

- It is recommended that the role of ASL and practicum student be clearly delineated and separated by days in the ASL's schedule (e.g., Monday – practicum; Tuesday – ASL).
- Different school systems may have their own system for separating the two roles.
- Each ASL should follow the system of his/her school district, but ensure that the state licensure board regulations are followed explicitly.
- It is department policy that graduate students in the UNM graduate program work no more than half time as an ASL. Furthermore, ASL work schedules are to be arranged AFTER the graduate student's UNM schedule (academic and clinic) are determined.
- ASLs must always identify themselves by the title of "Apprentice" and correct/clarify any misuse of the title "Therapist" given to them by parents, students, supervisors, or peers.
- A written plan outlining the clear delineation of ASL and SHS graduate student clinician responsibilities/supervision must be submitted to the clinic director, with a copy provided to the department chair. The written plan is due to the department within a week of the ASL's start date. For information on how to complete the written report, please visit with the clinic director.
- Students cannot count hours worked as an apprentice towards any clinical clock hours, including observations hours. In other words, all clock hours must be obtained outside your apprentice work hours.

### 3.9 ASHA CERTIFICATION

ASHA Certification and Membership information is available online at [ASHA Certification General Info](#). Note that ASHA certification guidelines are scheduled to change effective January 1, 2020. You should *consult the ASHA website frequently*, so you develop a thorough understanding of the requirements and your progress toward those requirements. Our graduate speech-language pathology program is designed so you will be able to meet the current certification standards and implementation procedures for the Certificate of Clinical Competence in speech-language pathology.

### 3.10 SHS MASTER'S STUDENT PETITION FOR WAIVER FOR DEPARTMENT POLICY

A SHS master's-level student, with an extenuating circumstance, may petition for a waiver of any established policy, procedure, rule, or guideline governed by the Speech and Hearing Sciences Department. This policy does not apply to requests for waiver of American Speech-Language and Hearing Association or University of New Mexico policies.

**Extenuating circumstances** are serious unforeseen circumstances beyond your control. Examples of extenuating circumstances include, but are not limited to, the following: acute illness or serious on-going medical condition, life-threatening illness of a close family member or partner, bereavement of a close family member or partner, involvement in a serious accident.

The following are some examples of what **will not** be considered extenuating circumstances: minor illnesses such as a common cold, financial difficulties, technology problems, child care,

family vacations, commuting issues, employment, time management issues, or social events such as weddings.

The student petition for waiver, which may require supporting documentation, must be submitted within 10 business days of the relevant circumstances. Note that petitions may not be reviewed during the summer semester. If you anticipate a petition during the summer semester, please submit it two weeks prior to the end of the Spring semester before.

The department petition process is as follows.

- Fill out and print the petition ([Appendix F](#)).
  - Complete the personal information at the top of the form.
  - State the policy, procedure, rule, or guideline, governed by the SHS Department from which you seek a waiver and the **precise** deviation being sought.
- Attach a typed statement giving the reason(s) the petition should be granted.
  - Be clear and concise. Be thorough, but limit remarks to those having direct bearing on the request. SHS faculty considering petitions rely on the student's ability to present a clear and sound rationale.
- Attach any relevant written documentation to support the petition.
- Submit the petition, along with supporting documentation, to either the Clinic Director, if you are seeking a modification to a clinic policy, or the Graduate Advisor, if you are requesting a modification to an academic policy.
  - If, upon review, the petition is deemed incomplete (e.g., lacks supporting documentation), it will be returned to the student.
  - The 10-day review timeline will begin upon resubmission of petition.
- The graduate student advisor or clinic director will submit the petition to the department chair along with his/her recommendation.
- The department chair presents the petition and the graduate student advisor's/clinic director's recommendation to the entire SHS faculty for consideration.
- SHS faculty will review the master's student's petition and respond with a specific disposition within 10 business days **during Fall and Spring semesters**.
  - Petitions are discouraged during the summer session. If a petition requires a full faculty vote, it will be placed on hold until the beginning of the Fall semester.

### 3.11 SHS KEY AND ALARM CODE POLICY

Entrance into the building is protected through the use of a key card (a.k.a. PROX card) and an alarm code. All graduate students have a key card for the building. The key card (which is also your student id) only provides access *during regular business hours* (typically 8am to 5pm on Monday through Friday). *You should not use your key card outside these hours unless you have been given permission AND an alarm code.* Graduate students are not automatically issued an alarm code. In certain restricted cases, a student employed in a Graduate Assistant or Student Employment position may be issued a building alarm code, allowing them access to the SHS

Department after regular business hours. This will be done only with the approval of the student employee's supervisor, in situations where it is necessary for the student employee to access laboratory equipment, research data, or other materials contained in the SHS building that cannot be removed from the building. Upon the termination of employment as a student employee or graduation, whichever comes first, the student will be required to notify the Department Administrator that their alarm code can be deactivated.

Any student employee in possession of a key and alarm code is responsible for the care of the building and its occupants, including but not limited to keeping the doors locked/building secure, protecting equipment and supplies from damage and theft, protecting the safety of building occupants by not allowing unauthorized people into the building, securing and checking the building for any other occupants before leaving, and re-arming the alarm and locking the door behind them when leaving. Failure to uphold this policy may result in the immediate termination of the student's key and alarm code privileges.

If the student should allow anyone to enter the building with them, it should only be done with the express, prior consent of the student's supervisor and the student accepts responsibility for the others entering the building with them. Further, *the student will not leave anyone not in possession of a key and/or code in the building alone; the student alarm code holder MUST be always present in the building. When the student leaves, they must secure the building and set the alarm, leaving no one behind in the building.*

To obtain a key or alarm code, contact the department administrator.

# **Chapter 4**

## **Clinic Program Requirements**



## 4.1 INTRODUCTION

Over the past 50 years many dedicated faculty, clinic instructors (CIs), staff, and students have helped shape the University of New Mexico Speech-Language and Hearing Clinic (UNMSLHC) into a respected and productive agency for speech, language and hearing services; and as a safe environment for graduate clinicians to learn. This chapter will provide details on the policies and procedures associated with clinical training and client interactions.

## 4.2 MISSION OF UNMSLHC

- Clinical Instruction aids in the development of clinical competencies regarding knowledge and skills in speech-language pathology.
  - Develop knowledge of disorders, and skills needed to perform evaluation and treatment through clinical seminars and small group learning.
  - Practicum experiences for the master's level speech-language pathology student to promote clinical competence in assessment and treatment of communication disorders.
- Provide service to clients to achieve the maximum communication competence of individuals with communicative disorders or differences through the provision of comprehensive evaluation, consultation, treatment, and referral services.
- Ensure that students satisfy ASHA Knowledge and Skill (KASA) requirements and state speech-language licensure requirements, as they relate to clinical practice and experience.

## 4.3 CLINIC PROGRAM REQUIREMENTS

As noted in Chapter 2 of this handbook, graduate students will participate in a *minimum* of 5 semesters of clinic practicum (4 clinic rotations and 1 full time external placement) to meet the current SLP certification standards.

- The first three rotations are completed in the UNMSLHC (in house clinic). The third rotation is determined by the clinic director and may be completed off campus (external site) or in our in-house clinic.
  - The third clinical rotation may be split between an external site and our in-house clinic.
- Two rotations are predominantly or completely off site.
  - ⊖ Most clinical clock hours earned during the 4<sup>th</sup> rotation are completed off site.
  - The clinical internship (SHS 558) is a full-time position at an external placement.

*Note: For full time students whose program plan is six semesters, clinic rotations should occur in fall and spring semesters. Summer clinic rotation will be added (a) if an additional rotation is needed, (b) if the student desires specific experiences offered in the summer, or (c) if the student has a spring start to clinic (i.e., they do not have clinic their first semester). In the latter case, the 3<sup>rd</sup> clinical rotation will occur in house.*

### 4.3a Clinical Practicum Assignments

The graduate degree is intended to provide students with academic and clinical experiences across disorder areas and age groups. To that end, students are required to complete clinical rotations in at least two of the three distinct clinical settings, including school, private practice and medical placement, and with different clinical populations. Depending on the in-house assignment, the in-house clinic experience may count as any of the clinic placements. A student's career goal may be considered when the clinic director is identifying appropriate clinical sites for external placements. However, given the many factors that impact clinical placements, a student's off-site assignment may not match his/her career goal. Students' assignments will be made so that ASHA certification requirements are met.

External placements may be assigned throughout the state of New Mexico. *If you are assigned an external clinic placement and you choose not to take it, you may not be offered an alternative for that semester and your program plan may be extended.*

Assignments are based on the student's level of clinical experience and the student's completion of relevant coursework. One of the goals of clinical education is to provide students with a wide range of practicum assignments, so students cannot stipulate that specific clients be selected to accommodate the student's preferences or limitations.

Note that your external placement is determined by your current course load. A student may not ask an external supervisor to change or reduce their clinic times.

*Note: At the beginning of your graduate program you will be issued a name tag. This is worn every time you are in the clinic. If it is lost, the student will be responsible for replacement cost.*

### 4.3b Clinical Supervision

Our department requires the clinical supervisors have current New Mexico state licensure, ASHA certification, a minimum of 2 hours of training in supervision, and 3 years of clinical experience including the Clinical Fellowship Year.

### 4.3c ASHA Standards for Certification

You will be required to complete the standards for ASHA certification (January 1, 2020). These standards require that a graduate degree come from an accredited program which includes clinical clock hours. A minimum of 400 clock hours are supervised by an ASHA certified clinician with optimally 3 years of clinical experience (minimum of 9 months clinical experience), although a student typically gains more than **400 hours** to meet all the required minimums. Please see section 4.5b for breakdown of required clinical clock hours.

In addition to clinical practicum experiences, students will demonstrate their competency across the skill and disorder areas by completing coursework and clinic lab class assignments, projects and simulations.

### 4.3d Additional ASHA Standards for Clinic Practicum

- Graduate student clinicians should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience.

- Although several students may observe a clinical session at one time, clinical practicum hours should be assigned primarily to the student who provides the service to the client or client's family. Typically, only one student should be working with a given client. In rare circumstances, it is possible for more than one student working as a team to receive credit for the same session if both students are active participants.
- In accordance with ASHA standards, it is the policy of the clinic that major clinical decisions are communicated to a client by a student clinician only after approval from the CI. Major decisions are those that affect more than the daily plan or reflect a change in direction from the long-term therapy plan.
- In order for clock hours to count, a clinician holding the appropriate ASHA CCC's must always be available on site at all times when a student is providing clinical services as part of the student's clinical education, both on and off campus.
- Direct supervised clinical practicum must be in real time while the student clinician is engaged in evaluation or treatment with clients who present communication disorders. Time spent with the client or caregiver in information giving, counseling, or training for home program may be counted as direct contact time if the activities are directly related to evaluation and treatment.
  - Ancillary or indirect activities such as writing lesson plans, scoring tests, transcribing language samples, and preparing treatment activities and materials are necessary clinic activities, however, they cannot be counted towards ASHA clock hour requirements.
- "Evaluation" generally refers to those hours in screening, assessment and diagnosis that are accomplished prior to the initiation of a treatment program. Hours to be counted in the evaluation category may also include a formal re-evaluation.
  - Periodic assessments during treatment are to be considered "treatment."
- Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward the practicum requirement.
- Supervisor observation requirements
  - To meet ASHA requirements, at least **50% of each evaluation session**, including screening and identification activities, **must** be observed directly by the supervisor.
  - At least **25% of each student clinician's total contact time in clinical treatment** with each client must be observed directly by the supervisor.
  - Supervision of clinic practicum must include direct observation, guidance and feedback.
- Client services that are billed through Medicaid and other third-party payers may require 100% supervision.
- If the client presents communication disorders in two or more of the disorder categories, accumulated clock hours should be distributed among these categories according to the amount of treatment time spent on each.
- If a student feels that they are not receiving adequate supervision, they need to report their concerns to the clinic director as soon as possible. Clock hours cannot be counted if the supervision requirements are not met.

## 4.4 SKILL COMPETENCIES

Graduate students will have practicum experience with client populations across the life span and from culturally and linguistically diverse populations, in addition to populations with various types and severities of communication disorders, differences and disabilities (ASHA Standard IV-G). Graduate students will demonstrate skill competencies through clinical practicum, academic course work, and laboratory activities. Skill competencies are listed below.

- Evaluation:
  - Conduct screening and prevention procedures (including prevention activities).
  - Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
  - Select and administer appropriate evaluation procedures, such as behavioral observations, non- standardized and standardized tests, and instrumental procedures.
  - Adapt evaluation procedures to meet client/patient needs.
  - Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
  - Complete administrative and reporting functions necessary to support evaluation.
  - Refer clients/patients for appropriate services.
- Intervention:
  - Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
  - Implement intervention plans (involve clients/patients and relevant others in the intervention process).
  - Select or develop and use appropriate materials and instrumentation for prevention and intervention.
  - Measure and evaluate clients'/patients' performance and progress.
  - Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
  - Complete administrative and reporting functions necessary to support intervention,
  - Identify and refer clients/patients for services as appropriate.
- Interaction and Personal Qualities:
  - Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
  - Collaborate with other professionals in case management.
  - Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
  - Adhere to the [ASHA Code of Ethics](#) and behave professionally.
- These standards must be met in the following areas:

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities);
- augmentative and alternative communication modalities.

Skill competency is evaluated using the “Clinical Practicum Evaluation Form” contained within the CALIPSO software ([Appendix G](#)). As students’ progress through the clinical levels, they will be expected to have a broader base of knowledge to apply to the clinical setting, and to implement clinical strategies more independently, efficiently and effectively.

## 4.5 CLINIC CLOCK HOUR REQUIREMENTS

### 4.5a Observation Hours

All students must obtain **25 observation hours** towards their ASHA clock hour requirements with verification by an ASHA certified SLP. Observation hours must be completed with an ASHA certified clinician and documentation of these observations must be submitted to the department prior to the first clinical rotation. Observation hours are verified by the clinic director to ensure that supervisors meet the qualifications. The UNM SHS policy and observation form for documentation of clinic observation hours is found at [SHS Clinic Observations](#). Other observation forms will be accepted only if they include the supervisor’s name, ASHA certification number, and signature. Completed observations forms are submitted to the SHS administrative assistant and submitted to the clinic director for approval. Once approved, the student’s CALIPSO record will be updated.

Students are to submit documentation including the date of the session, the time observed, and the Clinic Instructor/Supervisor signature for all 25 hours. Students may obtain these hours from any agency that provides speech-language services (with prior approval) and the hours must be signed off by a SLP with ASHA certification. Students may sign up for these observations at the UNMSHS Speech-Language Hearing Clinic. Information on how to complete observations at the SHS Clinic as well the form to be used for documentation from ALL agencies can be obtained from the SHS Administrative Assistant (505-277-4453) or it is also located on the SHS website: [SHS Clinic Observations](#).

### 4.5b Summary of Minimum Practicum Hour Requirements

A **minimum of 400 clock hours** are required for degree completion and ASHA certification eligibility. However, students should receive more clock hours in order to meet all the minimum requirements. Of the 400 required clock hours, a minimum of 375 of those hours must be direct client clock hours. Of the 375 direct clinical clock hours, up to 75 may be obtained through clinical simulation.

For a student to obtain practicum clock hours, that student must be an active participant in the therapy sessions and/or training family and care providers. *Indirect experiences including observation, debriefings, planning, report writing and minimal involvement in a therapy or evaluation session do not count toward practicum clock hours.*

Note that for full time students who complete the minimum number of clinic rotations (i.e., four enrollments in SHS 500) across six semesters, every effort will be made to ensure that the four rotations occur during the fall and spring semesters.

Required clinical clock hours are broken down as follows:

- Of the 400 minimum clinical clock hours, you must have 25 hours of qualified clinic observations BEFORE you can begin your clinic rotations to obtain direct clock hours.
  - UNM Speech and Hearing Sciences (UNM SHS) requires that these be completed prior to the student's first rotation of clinic.
  - Observation hours must be verified by an ASHA certified SLP.
  - UNM students are allowed up to 10 hours of on-line recorded (or asynchronous) observations towards the required 25-hour limit. The observations must be guided, that is, part of an assignment and/or with questions associated with the observation and signed off by a certified and licensed Speech-Language Pathologist.
- The remaining 375 clock hours must be direct clock hours.
  - At least 325 of those hours must come from the graduate program. In other words, if available, you can carry over 50 direct clock hours from your undergraduate program.
  - ⊖ Up to 75 hours of direct contact may be obtained through clinical simulations (CS). Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing that accompanies asynchronous CS are **not** included as part of the clinical clock hours.
  - Clock hour time is actual time and should not be rounded up.
- Of the 375 direct clock hours, **there are required minimums for age categories, treatment versus assessment, and for disorder categories.** Refer to CALIPSO to review the minimum required value in each category.
  - Clinical competence must be exhibited in treatment and assessment in the following nine (9) areas across the lifespan and diagnoses:
    - Articulation (A)
    - Voice (V)

- Fluency (F)
- Swallowing (SW)
- Language (L)
- Social/Pragmatics (SP)
- Cognition (C)
- Augmentative/Alternative Communication (AAC)
- Hearing (H).

Student clock hours are to be approved by an SLP or audiologist who is available, has agreed to supervise, has a , current ASHA Certification and NM license, and meets all the ASHA supervision training requirements. Students are to embrace the full breadth of the setting and experience and not only concern themselves with clock hour accrual. This typically includes the student continuing beyond the 400 accrued clock hours as directed by the off-site agency and/or Clinic Director.

#### • **SESSIONS WITH MULTIPLE STUDENTS**

It is recognized that pairing of clinicians for clinical sessions is beneficial from a pedagogical or training standpoint. Clinicians learn from each other in the planning and implementation process for both skill and professional-based competencies. Additionally, pairing of clinicians is often more efficient for CI given that training of multiple students occurs at the same time.

Some clients may require more than one clinician to complete clinical tasks. In these cases, both student clinicians may accrue clock hours simultaneously. Please note that if there are multiple student clinicians in a session, to count clock hours towards the session, each clinician must be an active participant for the total duration of the session.

#### • **CLIENTS WITH VARIOUS DISORDERS**

If a client presents communication disorders in more than one category, the accumulated clock hours should be distributed among these categories depending upon the amount of therapy time spent on each. For example, if a client presents language and articulation problems and 3/4 of the hour of therapy was spent on language and 1/4 of the hour on articulation the time recorded would be 45 minutes for language and 15 minutes for articulation. Practicum hours are to be counted to the nearest minute and entered into CALIPSO and approved by the supervising clinician on a weekly basis in order to keep them current and accurate. CALIPSO converts clock hour minutes to hours and tracks cumulative clock hours.

#### • **CLOCK HOURS BY AGE AND DIAGNOSTIC/THERAPY**

Children are individuals who are younger than 18 years of age, and adults are individuals 18 years and older.

##### DIAGNOSTIC Clock Hour Requirements for Child and Adult

- A minimum of 10 hours is required for each age category
  - While it is the departmental goal to provide at least 1 hour in all of the speech disorders (articulation, voice, fluency and swallowing), one hour in at least three of the four is required for each age category.

- At least 1 hour in three of four language disorders (language, cognition, social-pragmatics and communication modalities or AAC) is required for each age category.

#### THERAPY Clock Hour Requirements for Child and Adult

- Minimum of 20 hours is required for each age category
  - While it is the departmental goal to provide at least 1 hour in all 4 speech disorders (articulation, voice, fluency and swallowing), one hour in at least three of the four areas is required for each age category.
  - At least 1 hour in at least three of the four language disorders (language, cognition, social-pragmatics, and communication modalities or AAC) is required for each age category.
- **HEARING CLOCK HOURS**

UNM SHS requires experience in audiology that are in line with the SLP's scope of practice. ASHA's Scope of Practice for SLPs in the area of audiology includes the following:

1. Screening individuals for hearing loss or middle ear pathology using conventional pure-tone air conduction methods (including otoscopic inspection), otoacoustic emissions screening, and/or screening tympanometry. Students may get clock hours for taking history and information from the patient.
2. Providing services to individuals with hearing loss and their families/caregivers (e.g., auditory training for children with cochlear implants and hearing aids; speech-reading; speech and language intervention secondary to hearing loss; visual inspection and listening checks of amplification devices for the purpose of troubleshooting, including verification of appropriate battery voltage).

Students may only count the above activities designated, as SLP scope of practice, towards their practicum and observation hours in audiology. When in question, students are to consult with the Clinic Director or Audiology supervisor.

- **BILINGUAL CLOCK HOURS**

Although encouraged, there is no required minimum for bilingual clock hours. Bilingual clock hours are defined as direct assessment and/or treatment services in a language other than English; and/or providing consultation to support a client's home language (other than English). The consultation may be provided in English or the client's home language.

Report bilingual and monolingual hours in a language other than English using separate weekly clock hour forms in CALIPSO.

- **CASE STAFFINGS**

Case staffing's are meetings to discuss patient/client/student progress, assessment results and intervention planning. Case staffing's are also interdisciplinary in nature (e.g., IEP meetings, ISP meetings, hospital staffing's) and can be counted towards clinic clock hours if an ASHA certified SLP and at least one professional from another discipline (e.g., teacher, psychologist, occupational therapist) are present. The client and/or family member must be present. The time



spent presenting on the client either their evaluation and/or progress would be the number of clock hours that could be counted.

### • CLOCK HOUR BY ROTATION

The number of clock hours per practicum rotation varies by rotation. Inability to obtain student clock hour minimums may be linked to variables such as clients not showing up, illness on the part of the supervisor or student clinician, etc. Regardless, to prevent a shortage of clock hours that will lead to a delay in your internship, the following minimums must be met to be eligible to move to the next clinic rotation.

The following minimums are required for fall and spring clinic rotations and may be reduced for students completing a summer clinic rotation.

- 1<sup>st</sup> rotation minimum = 32 clock hours of which 4 may come from simulated cases
- 2<sup>nd</sup> rotation minimum = 56 clock hours
- 3<sup>rd</sup> rotation minimum = 75 clock hours
- 4<sup>th</sup> rotation minimum = 85 clock hours

When a student does not meet the minimum clock hours for a given rotation, regardless of the reason, their program plan will be adjusted to include an additional clinic rotation. The additional rotation will typically be completed in house and may alter the graduation date. On the rare occasion where clock hour minimums are not met due to an internal issue, an extra clinic rotation will be offered but not required.

Note that the 4<sup>th</sup> rotation (and other external rotation) typically require two full days at the assigned clinic site for a complete clinical experience. Typically, not all of these hours will be in direct clinic time.

To be eligible to start internship, students must have the following.

- At least 250 clock hours of the 375 required clock hours, and
- ALL minimum clock hour categories must be completed.

If the above internship criteria are not met, the student will complete an additional clinic rotation prior to beginning their internship.

Note that **clock hours may only be entered and approved during the semester in which they are earned**. Once the semester grades have been entered, no adjustments can be made to the hours. This includes allocation of hours (e.g., adult versus peds; speech versus language) or forgotten hours.

Ultimately the goal is that you exceed all the minimums to ensure a comprehensive clinical experience.

### 4.5c Obtaining Clock Hours during Research

This policy provides guidance for SHS faculty and students in the accrual of clinical clock hours while students are engaged in clinical research activities lead by SHS research faculty members. SLP graduate students who actively engage in clinical research activities may be eligible to accrue clinical clock hours. The research faculty member or research staff member **must** provide clinical supervision and meet the supervision requirements outlined by ASHA:

- Amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, and must meet the supervision requirements for ASHA
  - Must not be less than 25% of the student's total contact with each client/patient/participant during intervention and 50% during assessment procedures
- Supervision must take place periodically throughout the semester.
- Supervision must be sufficient to ensure the welfare of the client/patient/participant.
- Students must actively participate in the clinical activities to accrue clinical clock hours. When more than 1 student is involved in a session, adhere to the rules outlined above on how to accrue clock hours for [clinical session with multiple students](#). The research faculty member, or research staff member, will be responsible for reviewing and approving, through CALIPSO, weekly clock hour accruals for work completed in the faculty member's laboratory and completing mid-term and final clinical performance evaluations.
- Graduate students holding a graduate assistantship (GA) that accrue clinical hours during their GA, can speak with the Clinical Director to discuss if those hours can be counted towards their clinical clock hours.

#### 4.6 SHS 558 Clinical Internship Placement

During the final semester in the program, graduate students complete a clinical internship. The internship is a full-time placement (32+ hours per week) at an off-campus clinical site that takes place over the course of a minimum of 10 weeks. The definition of full time is determined by the site and can not be altered by the student. The graduate student's internship daily/weekly schedule is determined by the internship site supervisor. Students must honor the schedule of the off-site.

Many internship sites are available in Albuquerque and surrounding area, but the internship may be arranged anywhere in the U.S., provided that appropriate supervision and a contractual relationship (e.g., affiliation agreement) are available. Internships are located across the state of New Mexico. If a student chooses to complete an offsite placement in another state, they are responsible for identifying clinical placement locations and bringing this information to the external placement coordinator or the clinic director.

Students are assigned in and out of town as needed to complete clinic requirements and based on availability of sites. If you choose not to accept one of the offered intern locations, your graduation may be extended to the following semester. This is particularly true when internships occur during the summer semester.

University and department rules that apply to the clinical internship are as follows.

- The University of New Mexico does not pay for workmen's compensation insurance for graduate students enrolled in internship.
- Departmental policy does not allow graduate student clinicians to serve as paid *employees* of the clinical practice while completing their practicum rotations, including internship.
- Rules regarding clinical absences apply to this rotation.

During the Summer term, student clinicians may have up to two days excused absence due to extenuating circumstances and up to three days of excused absences during the Fall and Spring

terms. Correspondence between the student clinician and CI regarding the excused absence is to be documented via email. Failure to comply with this policy will result in a 1/2 grade automatic reduction in your semester clinic grade (i.e., a grade of A reduced to A-).

For unplanned absences, the SHS Department requires at least 24 hours' notice, if possible, and documentation may be requested by the student's Clinic Instructor. This means if you are ill, you may be required to have a doctor's note. An UNEXCUSED absence will result in a full grade automatic reduction in your semester clinic grade (i.e., A to a B). If you receive a grade of B- or lower you will be required to repeat your internship.

To begin your internship, you must have the following qualifications:

- Successful completion (grade B or better) of all academic coursework and relevant KASA standards
- Successful completion (grade B or better) on a minimum of 4 clinic rotations
- Successful completion (grade pass) on all clinic lab classes
- Completion of 25 observation hours
- Accrual of at least 250 clinical clock hours (in addition to observation hours)
- Completion of all clock hour category minimums.
- All current immunizations, background checks, and trainings (OSHA, CPR). Note that each external site has their own requirements for immunizations, background check and required training. If the requirements of the external site are greater than those of the department, the student must meet the external sites specified requirements.

Students may elect to complete their final rotation (SHS 558 Clinical Internship) out of town or out of state. In this case, a student should identify and vet the potential placement. Contact information is then provided to the Clinic Director who initiates and facilitates all contractual agreements between UNM and outside agencies. Note that the agreement must be in place prior to any student being assigned to the practicum site. Given that these agreements may take up to six (6) months to complete, the Clinic Director needs to be informed about the student's desire to be placed out of town at least six (6) months prior to the planned internship. Failure to inform the Clinic Director at least six (6) months in advance may result in the student not being placed out of town or extending their graduation date

Given liability coverage and risk factors, students who are enrolled in SHS 558 must end their clinical internship on the last day of the semester.

Regardless of semester, internship assignments are for a minimum of 10 weeks and a minimum of 32 hours per week. Depending on the site hours, you may be required to do more than 32 hours per week, and some sites may require more than 10 weeks. To meet the minimum requirement, summer interns must begin their internship before the summer term and end the internship on the last day of the semester enrollment.



## 4.7 CLINIC PRACTICUM PRIVILEGES

### 4.7a Clinician's Language Skills

Since it is necessary for clinicians to model communicative behaviors that they are helping their clients to develop, all potential participants in clinical practicum must demonstrate speech production and language skills and knowledge at the level necessary to provide appropriate clinical services for any client assigned to them. The most common language for clinical service in this department is English, so all students must have adequate speech and language skills to provide clinical service in English.

Students may participate in service provision in languages other than English, with appropriate support. Inadequate prerequisite knowledge or skills, as judged by the Clinic Instructor in consultation with the Clinic Director, will result in a delay in clinical participation until adequate performance can be demonstrated.

### 4.7b Essential Functions

Please note, in order to participate in clinic, students must meet the criteria outlined in the [Essential Functions document](#) as described in [section 2.3](#).

## 4.8 DEPARTMENT PROGRAM PLAN CHANGES

Requests to modify a student's program plan, including changes that impact clinic and internship enrollments, must be submitted in writing. Changes to the program plan may result in alterations to the graduation date. Requests to modify a program plan due to outside personal and work commitments will not be approved.

Following are the deadlines for requests (written petition) to change program plans regarding clinic.

- **Spring semester changes** must be made **no later than November 1**
- **Summer semester changes** must be made **no later than April 1**
- **Fall semester changes** must be made **no later than July 1**

## 4.9 STUDENT REQUIREMENTS FOR CLINIC

The following requirements must be completed **prior to the first day of the program**. Students are to **update and maintain these requirements** throughout their graduate program. Missed deadlines will result in delay in clinical placements.

#### 4.9a Current Immunizations

No student will be allowed to complete clinical rotations without compliance to annual immunizations. Clinic compliance must be completed the semester BEFORE the clinic rotation. Students will be alerted via email if they are not in compliance and their program plan will be changed to remove the clinic rotation from the upcoming semester. See [section 2.3](#) for more details.

#### 4.9b Learning Central Trainings

- Students are to obtain clearance to use UNM Learning Central to complete the required trainings which include: Bloodborne Pathogens (BBP),
- HIPAA Security Training, and
- HIPAA and HITECH Training
- Other trainings may be assigned as needed

For further instructions on how to gain access to Learning Central, please contact the SHS Administrative Assistant at [SHS-Admin@unm.edu](mailto:SHS-Admin@unm.edu).

#### 4.9c Current Cardiopulmonary Resuscitation (CPR) Infant-Adult Certification

The SHS website lists on-line CPR trainings that are accepted by our program at [SHS Clinic Student Requirements](#). A portion of the CPR training must be hands-on and demonstrated to a certified CPR instructor. If you are already certified in compliance with these requirements, please provide a copy of your certification card or other verification of completion to the department's administrative staff. Students are required to maintain current CPR certification throughout their graduate program.

#### 4.9d Documentation of completion of 25 clinic observation hours

Students are to submit documentation including the date of the session, the time observed, and the Clinic Instructor/Supervisor signature for all 25 hours. Instructions on how to log your obtained hours can be found in [section 4.5](#).

#### 4.9e Criminal Background Check

Please note, as stated in [section 2.3](#) annual background checks are required, however often an additional (site-specific) background check is required, especially for school placements.

#### 4.9f Liability Insurance

All clinical sites require professional liability insurance for all students. The UNM Speech and Hearing Sciences Department maintains professional liability and personal injury insurance for all students. Coverage is \$1,000,000 per claim and \$5,000,000 aggregate. The registered graduate student does not need to take any action to obtain the insurance.

## 4.10 GRADUATION CLINIC REQUIREMENTS

In addition to academic requirements, in order to graduate the following clinical requirements must be met.

- Successful completion of a minimum of 10 weeks of internship (SHS 558).
- Completion of a minimum of 400 clock hours including minimum clock hour requirements indicated in CALIPSO.
- Grade of B or higher for all clinic rotations and an average score of 2.99 or higher in each clinical area indicated in CALIPSO.
- Completion of “My Checklist” on CALIPSO as instructed by the department.
  - An average 3.0 rating or higher on all KASA Skill competencies across disorders listed on the CALIPSO Cumulative Evaluation.

## 4.11 IN-HOUSE CLIENT ASSIGNMENTS

Students are assigned to the in-house UNM Speech-Language Hearing Center (UNMSLHC) for their first three (3) clinical rotations. When possible, each student will obtain clinical experience primarily with children during one rotation and primarily with adults for the other rotation and will obtain experience under the supervision of at least two (2) in-house Clinic Instructors (CI). Each student will be assigned to Audiology Clinic (SHS 504) so that they may successfully complete the audiology requirements. All in-house assignments are made based on prior student experiences and coursework, clock hour needs, UNMSLHC needs, and ASHA requirements.

### 4.11a Graduate Student Scheduling

UNM SHS graduate students are required to be available for clinical placements Monday through Friday from 8:00 a.m.-5:00 p.m. and on the specified days and times academic courses are scheduled. Students must also have access to transportation to and from the clinical sites. Each semester, there may be a few clinical settings that require graduate students to arrive on-site before 8:00 a.m., after 5:00 p.m., and/or on the weekends. For example, if the supervising speech-language pathologist (SLP) covers breakfast for patients with swallowing difficulties at an in-house rehabilitation center, the assigned graduate student must arrive at the time specified by the SLP, which is typically before 8:00 a.m.

The UNM SHS academic and **clinical schedules must take precedence**. Schedules outside of the university will not be factored into a student’s academic or clinical schedule. Students’ personal schedules (e.g., work, childcare, transportation) will not be factored in to their academic or clinical schedules. In addition, graduate students are not allowed to negotiate any clinic rotation schedule.

First and second rotation clinicians are required to provide their clinical instructors with a current copy of their LOBOWeb class schedule one week following receipt of their clinical instructor assignments.

Given that 3<sup>rd</sup> and 4<sup>th</sup> clinic rotations contain both off-site and on-site assignments, every effort will be made to accommodate both off-site and on-site schedules. If the on-site supervisor cannot

accommodate the student schedule, or if adequate hours cannot be provided in the in-house clinic, the student may be re-assigned to a different supervisor or site.

The student does not negotiate the clinic rotation schedule; rather, the off-site clinical supervisor states, in writing, the days/times the graduate student clinician is required to be on-site. The graduate student clinician and off-site supervisor acknowledge the required clinical schedule by signing the off-site verification of schedule form ([Appendix H](#)). This completed form must be submitted to the UNMSLHC clinic director once the off-site clinic schedule is determined at the start of the semester.

## 4.12 CLINIC DOCUMENTATION AND FORMS

- **CLINIC FORMS**

All UNMSLHC clinic forms are located on OneDrive. Clinic forms will be updated periodically with current versions maintained on OneDrive. Students are to print out hard copies of the forms themselves using departmental computers and printers. If unable to print out a hard copy, please ask for assistance.

- **DIGITAL FILES**

Client information and documentation is located on the SHS Sharepoint site as well as in the electronic medical record (EMR) system. Students will be granted access to the client-specific one-drive folder by their CI. Outside the EMR, **digital files are to remain in the protected SharePoint site** and must never be kept on personal computers. Students will receive proper training to use the EMR. Any violation of this policy is considered a breach of HIPAA.

When seeing clients through the UNM Speech and Hearing Clinic, student clinicians must have completed their SOAP notes and submit to their CI for edits within 24 hours of seeing a client; additionally, the note must be posted in the EMR (PowerChart) within 48 hours of seeing a client.

## 4.13 CLIENT CONFIDENTIALITY

Confidentiality and Privacy mean that the patients/clients have the right to control who will see their protected health information. With the enactment of the Health Insurance Portability and Accountability Act (HIPAA) of 1996, a client's right to have his/her health information kept private, secure and confidential became more than just an ethical obligation of healthcare providers, it became the law.

Protected Health Information (PHI) includes clients' identity, address, age, and any other personal information that they are asked to provide. In addition, PHI includes why a person is sick or in the facility, what treatments and medications he/she may receive, and other observations about his/her condition or past health conditions.

Healthcare providers use client information to determine what services should be provided. Ask yourself before looking at any PHI: Do I need this in order to do my job and provide quality care? What is the least information I need to do my job? Depending upon your task, if you do not need to know confidential client information, then you should not access it.

All UNMSLHC graduate student clinicians and clinical faculty members are required annually to complete the UNM HSC HIPAA training (via Learning Central). UNM HSC HIPAA certificates of completion must be submitted to either the clinic director (clinic faculty members) or administrative assistant (graduate student clinicians).

The UNMSLHC clinic director, clinical faculty members, and graduate clinicians are required to inform parents, families and clients about the need to maintain client confidentiality and to abide by this policy. Any breach of confidentiality must immediately be reported, by submitting the incident report form, to the UNMSLHC clinic director and the SHS department chairperson. The incident report form is located at [SHS Information Security Report](#)

All SHS graduate students are expected to read, understand, and sign the department confidentiality policy in [Appendix I](#). The signed document must be submitted to the department administrative staff before the initiation of your first clinic rotation.

#### 4.14 PROFESSIONALISM

Students are to maintain professional standards, behavior and appearance, including the following:

- Exhibit punctuality for all appointments, meetings and paperwork.
- Maintain neat and orderly therapy rooms.

Full dress code recommendations for clinic and classroom can be found at Z:\Clinic\Clinic Policies\General Clinic

If you have questions regarding dress and appearance, please review the Department's Dress Code Recommendations for further clarity. If you continue to have questions, speak with your individual clinical instructor for further guidance.

#### 4.15 PRESERVING INTERPERSONAL RELATIONSHIPS

All persons within the clinic, that is, clinic staff, clients, families, clinic instructors and peers should be treated with respect and courtesy. Be cautious about undermining the work of others or criticizing peers or supervisors in front of other professionals and families (with the exception of formal complaints to the Clinic Director or Department Chair). Avoid allowing yourself to be overly involved in your personal feelings as they relate to professional matters. Seek assistance from your Clinic Instructor and/or the Clinic Director as needed. Do maintain a positive attitude and approach, minimize irritations, confine your "venting" only to your closest and trusted friends and colleagues, and focus on areas of agreement rather than areas of disagreement. Do not air problems in public, via social media, or take them to sources outside the department.

#### 4.16 SAFETY, EMERGENCY AND HEALTH PROCEDURES

##### 4.16a: Sanitation and Disinfection Procedures

A Sanitation and Disinfection Protocol for protection against bloodborne pathogens is posted in all clinic rooms. Students are to become familiar with these procedures and be prepared to use them when necessary.



Additionally, emergency procedures are also posted in each clinic room. In general, if your client is experiencing an emergency, stay calm, remain with your client, and call for help. Be prepared to dial 9-1-1 and provide age, gender, +/- breathing, client's name and location of the clinic.

SHS graduate student clinicians are required to adhere strictly to the health and safety protocol, which outlines sanitation and disinfecting practices and food handling procedures.

#### 4.16b: Evacuation, Lockdown, and Client Safety

Evacuation and lockdown instructions are included in the Emergency Procedures document. Clients with specific medical and evacuation needs must have an updated "Client Emergency Response Plan" in their permanent file and client work binder. Clinicians are to follow this plan in case of client emergency and the plan is to be updated each semester or as needed.

A young child or client who can be of harm to themselves and others is not to be left alone in a therapy or waiting room. Clinicians are advised to continually watch for hazardous conditions such as loose carpeting, thumbtacks, electrical outlets and tipped chairs.

If a client expresses intent to harm themselves or others, the student should immediately inform the clinical instructor, who will initiate the procedures associated with the Policy for Clients who Represent a Potential Risk. At no point should a student feel in danger. Per the department emergency response plan, students are encouraged to maintain a safe distance from the individual. Concerns should be brought immediately to the clinical instructor and clinic director.

Adherence to the health and safety protocol is critical to ensure the UNMSLHC clients' well-being. Professionalism ratings on the clinical performance evaluation will be lowered for graduate student clinicians who violate the health and safety protocol.

All safety protocols are strictly enforced and may be altered as needed for community health.

Each client treatment room has a 2-way radio (walkie-talkie) to communicate if a client is in distress and staff/faculty need to respond. Graduate students should call for help to the room they are in. Room numbers are posted on the inside of the door in each treatment room.

In case of a fire alarm, please leave the building through the nearest exit without delay. Evacuation routes are noted in the SHS Department Emergency Plan and are posted throughout the building.

#### 4.16c: Emergency Response Plan

The Department and University have developed an Emergency Response Plan for building evacuations. The plan can be found, [here](#) and all students should be familiar with emergency exits and emergency meeting locations.

Maps of evacuation routes are posted throughout the building and in the Department's Emergency Response Plan.

#### 4.16d: N-95 Use

Medically-fragile individuals or specific external sites may require you to be fitted for an N-95 mask. Information for N-95 respirator fit testing and training can be located [here](#). If further assistance is required please email [SHS-Admin@unm.edu](mailto:SHS-Admin@unm.edu)

## 4.17 CLINIC HOURS, SESSIONS, AND CANCELLATIONS

Continuity and consistency in client services are essential to quality of services for clients and for students' educational progress; therefore, students are required to meet with their clients for all scheduled sessions. During the Summer term, student clinicians may have up to two days excused absence due to extenuating circumstances and up to three days of excused absences during the Fall and Spring terms. Correspondence between the student clinician and CI regarding the excused absence is to be documented via email. The SHS Department requires at least 24 hours' notice, if possible, and documentation may be requested by the student's Clinic Instructor. Failure to comply with this policy will result in a 1/2 grade automatic reduction in your semester clinic grade (i.e., a grade of A reduced to A-). An UNEXCUSED absence will result in a full grade automatic reduction in your semester clinic grade (i.e., A to a B).

Given prior approval by the Clinic Instructor, student clinicians may be absent for one day of clinic due to a significant event such as a wedding or graduation. A request for approval must be received by the CI via email at least two weeks prior to the requested date. Email documentation by the CI regarding approval of the leave is also required. Failure to adhere to this policy regarding significant events will result in a 1/2 grade reduction to a student clinician's semester clinic grade. That is, the student will receive a grade of A- instead of an A.

Particularly during cold and flu season, it is important to remember that if you are sick stay home. The clinic serves medically fragile clients, and it is better to reschedule a session than to spread germs. This same directive applies to classes as well.

As stated in the section regarding absences, the department is not able to accommodate childcare needs in scheduling clinic and classes. If you have a child who is sick and unable to attend daycare or school, please note that you will need to call in sick or find an alternative solution to childcare. If you find the occasional need to bring your child to class or clinic for reasons other than illness, please approve it with the class instructor and/or clinic instructor in advance.

The clinic is typically open from 8:00 am to 5:00 pm Monday through Friday, but the hours are set each semester depending on clinic need. In general, treatment sessions are 50-60 minutes in length. If a client is late, the clinician is to call the client/parent at 10 minutes past and wait 20 minutes past the scheduled appointment before informing the front desk and Clinic instructor and prior to leaving. Sessions will end at the scheduled time regardless of the beginning time. In the event a graduate student clinician reports to the clinic less than 15 minutes prior to the session's start time, this will result in an unexcused absence.

In the event of a graduate student clinician cancellation, students are to inform the Clinic Instructor, the front desk and the client. Whenever plausible, cancellations are to be made at least 24 hours in advance, unless due to illness or emergency. For clients who repeatedly don't show for their scheduled sessions, their services may be terminated after three (3) no-shows, depending upon the circumstances and at the discretion of the Clinic Instructor and/or Clinic Director.

### 4.17a: Missed sessions

The following is the make-up policy for missed sessions due to absences and/or significant events:

- For sessions cancelled *by the client*, make-up sessions are optional for the clinician to arrange.

- For sessions cancelled by the clinician, make-up sessions *are required* to be scheduled as determined by the CI. The only time that a make-up session due to clinician absence is not completed is when the client is not available as verified by the CI.
- Make-up sessions must be completed by semester's end.

#### 4.18 TEST AND MATERIALS LIBRARY

The department maintains a materials library that contains clinic tests and other treatment materials. Graduate students may check out, renew, return and reserve tests and materials by signing materials in and out on the check-out list. Only current and enrolled UNM graduate students and faculty are allowed to check out materials from the library. If an outside party wishes to check out materials, a current graduate student or faculty person will need to agree to check out the material and be responsible in assuring that the materials are returned.

Access to a list of items in the materials library can be granted through SHS Clinic ShareDrive [Material Books & Therapy Resources \(TRE\).xlsx](#) Therapy materials and games are to be returned to the library directly after use. Textbooks, and resource books may be checked out for no more than one week. Tests may be checked out for day use only and they may not leave the department. A Clinic Instructor or the Clinic Director must check a test in and out for all students. Students should inform either the Librarian or the Clinical director when less than 5 tests are left, protocols remaining, or (5) of any items that are missing or broken. SHS reserves the right to video activity in the materials library using a surveillance camera.

Due to risk and liability factors, iPads and other technology are to be used only on the clinic site and are not to be taken home. The exceptions are the times when clients are seen off-site, and the use of the technology is approved by a Clinic Instructor or Clinic Director. Technology is kept in secured storage units that are always locked. Students are not to check out audiometers or screening materials unless they are completing a UNMSLHC scheduled screening or with approval by the Clinic Director.

Donated test and therapy materials must first be approved by the Clinic Director or the Materials Library Coordinator prior to drop off. In general, only current textbooks and resources, and items in good condition are approved.

Students are encouraged to make recommendations regarding the purchase of materials, software, tests and apps for the test and materials library. Please make requests to the librarian, a Clinic Instructor or Clinic Director.

#### 4.19 PRINTING, COPYING AND LAMINATING CLINIC DOCUMENTATION, MATERIALS, AND STORING MATERIALS

Copies: Students will have the option of purchasing a copy code (with 300 copies for \$5) from the department administrator. If the student exhausts their 300 copies before the end of the semester, they may purchase more copies at the cost of \$1 for 60 copies. If copies are left at the end of the semester, they will roll over to the next semester. Refunds will not be issued.

Under no circumstances are students to make copies of test protocols. If a protocol is not available, the student and Clinic Instructor should use an original protocol that is already scored or wait to administer the test when additional protocols are obtained.

Supplied Materials: Each semester, the department will maintain sufficient supplies (e.g., paper, laminating sheets, etc.) for clinicians' preparation of clinic materials. These materials are to be used only for clinic purposes and not for academics, coursework, or personal use. Once the supply is depleted, students will be responsible for providing and/or paying for their own materials.

Storing Materials: The lockers in the clinic were purchased by graduate students with student fees. The Speech & Hearing Sciences Graduate Student Association (SHSGSA) has created the following guidelines for locker usage:

- Lockers are a place for student clinicians to store belongings while working with clients.
- Give priority to students who are working with clients.
- Use your own lock and remove it by the end of the day. The lockers are intended for short-term usage.
- Please do not store food or drink in your locker. There's a refrigerator in the student lounge.
- Finally, please know that the department, the SHSGSA, and UNM are not responsible for your belongings.

## 4.20 Clinical Practicum Plan for Off-Site Assignments

Each student, in conjunction with the clinic director, will complete a clinical practicum plan (CPP, [Appendix J](#)). Clinical placements are made based on several requirements as follows. The student's career goal may be considered, but *cannot take priority* to these requirements:

- ASHA's current requirements
- the clinician's academic background
  - some clinic placements have specific academic prerequisites
- the needs of clients
- the needs of the Department in fulfilling clinical agreements/programs
- the availability of clinical instructors
- required clock hour needs

The Clinic Director makes initial contact with agencies regarding student off-campus practicum/internship sites. A mandatory off-site student orientation is scheduled prior to student's off-site placement. At this time, students are asked to review their progress toward fulfilling ASHA requirements and consider options to address unmet clinic clock hour requirements. ASHA standards require that graduate students obtain varied clinical experiences with a variety of ages and disorders. The experiences that students glean from any one clinical setting benefit their understanding of SLP services as a whole. Additionally, experience within various clinical settings assists the budding professional in discovering preferences and potential areas of expertise. For these reasons, each graduate student is required to participate in at least two of the three practicum experiences: school-based, medical, and private practice practicum experiences.

Across all placements, and prior to each semester, the Clinic Director with the help of administrative staff verifies that potential supervisors hold a NM state license and ASHA certification, has a minimum of two (2) hours of supervisor training along with a preferred minimum of three (3) years of clinical experience including the Clinical Fellowship year. The Clinic Director meets with all supervisors and sites to review UNM policies and procedures along with guidelines for supervision.

Clinic outcome data is collected for each site via CALIPSO to determine ages, disorder areas and services provided. Prior to external placement assignment, the student's individual clinical practicum plan and clock hour needs are reviewed by the Clinic Director. This information is aligned with the clinic outcome data for each site. Additionally, all student site and supervisor evaluations completed in CALIPSO are reviewed at the end of each semester by the Clinic Director to assure that the site is providing quality services and supervision. If concerns are raised about a site or supervisor, the Clinic Director will consult with the agency and appropriate recommendations will be made regarding the acceptability of the site and/or supervisor.

Start and end dates for off-site assignments generally coincide with the UNM calendar. However, to maintain continuity of service **days off and holidays, including spring and fall breaks, are determined by the schedule at the off-site agency.** You are required to show up for your placement during UNM's Fall or Spring break.

NOTE: If students are having challenges with their off-site placement or supervisor, students must notify the clinic director. **Students may not choose to terminate a placement.** If students neglect to follow proper procedure, they will receive an incomplete for that semester and their program plan will be modified.

For graduate student clinicians to obtain clinical clock hours during a semester break following their rotation, they must complete the following:

- receive approval from the clinic director;
- must be enrolled in the graduate SLP program; and
- must be enrolled in SHS 500 for the subsequent semester.

For 3<sup>rd</sup> and 4<sup>th</sup> clinic rotation, start and end dates for off-site assignments are at least 14 weeks in the Fall, 14 weeks in the Spring, and 7 weeks in the Summer. Part time off-site placements (3<sup>rd</sup> and 4<sup>th</sup> rotations) require approximately 7-10 direct client contact hours per week and preferably a 2-day placement at the off-site.

The UNM Department of Speech and Hearing Sciences has determined that no student can be paid as an employee for *any* practicum rotations, including their internship, since this represents a conflict of interest. Stipends for training purposes are allowed during any practicum rotations.

Students are to keep all immunizations, background screenings, and required trainings (OSHA, CPR) current throughout their graduate program and are to turn updated documentation into the Department. The UNM Affiliation Agreements with off-site agencies and HIPAA require that the department maintain current records on students through the graduation date.

## 4.21 CLINIC GRADING POLICY

At least twice each semester, Clinic Instructors and Supervisors review the work of every student enrolled in clinical practicum using the Clinic Practicum Evaluation (CPE) Form available in CALIPSO (see [Appendix G](#)). Decisions concerning continuation in clinical practicum include evaluation of the progress of the student clinician in moving towards independent functioning without requiring unreasonable support by members of the faculty, as evidenced by the mid-term and final assigned grade. If necessary to protect the welfare of clients or ensure the quality of service provision, the Clinic Instructor or Supervisor (after consultation with the Clinic Director) may decide to discontinue or reduce a student's participation in practicum at any point during the semester. Students who demonstrate behavior in conflict with policies in the clinic manual, egregious lack of professionalism, or a violation of the [ASHA Code of Ethics](#) will face the possibility of suspension from the UNM SLP graduate program.

Students must be awarded a minimum of "B" in each clinic rotation in order to "Pass" and move on to the subsequent rotation. If a final grade of B- or lower is assigned, a student must retake clinic (register for an additional section of 500). Clinic hours accrued during the semester in which a grade of B- or below is earned will NOT be retained. Student may petition to retain a subset of clock hours. The Clinic Director, in collaboration with the Clinic Instructor (CI), will decide where the student will be placed on a support plan, including a possible return to an in-house UNMSLHC assignment. A Support Plan for Success (see [Appendix D](#)) is required.

If a student receives a B or higher in a clinic rotation, but is still required to remediate a specific skill, the student's program plan will be modified to include an additional in-house rotation. In this case all acquired clock hours may be retained if approved by the supervising clinic faculty.

Final determination of the graduate clinician's practicum grade is made and posted by the ~~Clinic Director~~ Executive Committee. The grade assigned by the student's Supervisor or Clinic Instructor is posted, unless the student is delinquent in meeting clinic and/or departmental procedures and policies (e.g., turning in materials and completing documentation). In such cases, the Clinic Director may deduct a half grade (e.g., A is changed to A-) from the student's final practicum grade given that the student is not adhering to professional guidelines and policy. (See [Appendix K](#) for end of semester procedures.)

### 4.21a Evaluation of Performance in Clinic Practicum

Evaluation of performance on the KASA skill competencies is ongoing during the semester. Performance on the Clinic Practicum Evaluation (CPE) form is reviewed at mid and final term. Please refer to [Appendix G](#) for the Clinical Practicum Evaluation form that includes all KASA skill competencies for the broad areas of Evaluation, Treatment and Professionalism.

Graduate student clinicians are expected to increasingly demonstrate more competent and independent performance as they progress through their clinical practicums. Each skill competency is rated using the following five (5) point rating scale: 1= performs unsatisfactorily; 2=emerging or needs improvement; 3=developing or progressing with occasional prompts; 4=meets performance expectations, consistent and capable; 5=exceeds expectations, independently competent.

The ratings and corresponding grades in clinical practicum are given based on the student's performance during therapy and diagnostic sessions, meetings with their Clinic Instructor and debriefings, planning and preparation, all clinic documentation, professionalism and performance in the clinic lab class. During therapy and diagnostic sessions, clinicians are rated on the following skills: preparation/planning, implementation, documentation, interpersonal communication and professionalism.

If the student clinician is being supervised by more than one CI or supervisor, each supervisor completes the CPE form independently. To obtain a final grade, CALIPSO weights each CPE based on the number of clock hours obtained at an individual site. The weighted average is reported as the final semester grade.

#### 4.22b Supervision: Expectations and Guidelines

Supervision, whether provided in-house or off-site, should be individualized depending upon the skills and needs of each graduate clinician. Often the role of the Clinic Instructor (CI) or supervisor is that of collaborator and/or consultant; however, direct modeling and input may be provided as needed or appropriate. The expectations of the CI and supervisor as well as those of the student should be discussed at the beginning of each practicum rotation and updated periodically. Clinicians are encouraged to share with the CI and supervisor suggestions on how they best learn and request demonstration and assistance as necessary. The goal of supervision is to assist the graduate clinician in becoming self-evaluators and independent in their clinical skills. Given this, students are expected to self-evaluate and video critique their sessions on a periodic basis. This may also include evaluation of their peers.

Feedback is given both orally and in writing. A minimum of three (3) scheduled CI-Clinician conferences is required each semester: an initial planning meeting and two (2) evaluation conferences, one at mid semester and one at the end of the semester. Clinicians are also encouraged to request brief informal conferences with their CIs and supervisors throughout the semester to address specific ideas, questions and/or concerns. Clinicians are to come prepared for these meetings with potential solutions and thoughtful questions. Written feedback is given for written work as well. All therapy notes and reports are reviewed and co-signed. Test protocols are also reviewed.

Observation equipment is in each therapy room and clinicians have the ability to record sessions for the purposes of training and to improve upon their clinic skills

Graduate clinicians are expected to apply information learned in their courses to the clinic situation; including a review of information in textbooks, orientations, and class notes prior to planning therapy. In some cases, a formal assignment will be given by the Clinic Instructor to better assure course integration.

#### 4.22c Clinic Support Plan for Success

- **MID-TERM CLINIC PRACTICUM EVALUATION (CPE)**
- If a clinician has a grade below B- at mid-term and/or one or more final ratings of 2.99 or below in any disorder area (e.g., articulation, swallowing) and/or skill competency (e.g., modifying treatment tasks, collecting case history), a specific and written improvement action



plan will be implemented immediately after mid-term. The improvement action plan will be documented and reviewed with the student as part of the mid-term CPE evaluation. If a midterm support plan is developed and it is determined (by either student or faculty) that it is best to terminate the clinic rotation for that semester, the student must petition to retain any clock hours that were acquired that semester.

- **FINAL TERM CLINIC PRACTICUM EVALUATION (CPE)**

A support plan is instituted when a student's work in clinic is below the minimum level expected for students at their level of experience, as reflected by earning a final grade below B and/or earning one or more final CPE ratings of 2.99 or below in any disorder area (e.g., articulation, swallowing) and/or skill competency (e.g., modifying therapy tasks, collecting case history). The Clinic Director will be notified about any students who are recommended for a support plan. The support plan is instituted the following semester and generally in-house at the UNMSLHC clinic.

Students who demonstrate behavior in conflict with policies in the clinic manual, egregious lack of professionalism, or a violation of the [ASHA Code of Ethics](#) will face the possibility of suspension from the UNM SLP graduate program.

A final grade of "B-" or lower will result in the student repeating the clinic rotation and participating in a support plan. In this case, accrued clinic hours will not be counted toward the ASHA clock hour requirements. The student participates in formulating a clinic practicum support plan with specific written objectives for rectifying the problem, along with a deadline by which the objectives must be accomplished. The written support plan is the responsibility of the student clinician and the current Clinic Instructor; although the current Clinic Instructor or student may request input from another Clinic Instructor, or the Clinic Director as needed. The support plan should be tailored to the clinician's individual strengths and growth areas and will not vary from the same requirements and expectations that are placed upon other students with the same level of clinic experience. Ample clinic opportunities will be afforded to the student during the support plan process. The time frame for the plan is determined by the student clinician and the current Clinic Instructor and is based on expectations for reasonable progress. The plan is to include criterion for success and/or specific observable behaviors that will result in success. A plan for review of progress and feedback is to be specified in the support plan. Refer to the [Appendix D](#) for a template of the Remedial Support Plan for Clinical Skill.

Examples of skill support opportunities are listed below:

- Engage in a support plan for the remainder of the current clinic practicum experience (In-house or off-site).
- Engage in a support plan during the semester following the practicum in which the competency was addressed. This option may delay further clinic rotations for a semester or more.
- Repeat the clinic rotation in-house while engaging in the support plan (if the clinician is placed off-site for the current practicum semester). This option may delay further clinic rotations for a semester or more.

If the student does not meet the skill competency following two support plan opportunities for the same skill as reflected on their final Clinic Practicum Evaluations (CPE), the student will be terminated from the program. Similarly, if the student does not meet the competences across a



disorder area following two support plan opportunities, as reflected on their final CPEs, the student will be terminated from the program.

If a student is not able to perform adequately in a reasonable period of time and with a reasonable amount of support from the faculty and professional staff, then the student may be informed by the Clinic Director (following consultation with the student's graduate advisor and the department chairperson) that practicum privileges have been terminated. *Students who receive a B- or below as a final grade on two practicum rotations (consecutively or not) will be terminated from the program.*

At the completion of the support plan, the Clinic Instructor will determine whether the standard has been achieved, and the Clinic Director will review the plan. The Clinic Director will be notified of the support plan status at this time and/or at any time during the support process.

## 4.23 WITHDRAWAL OR TERMINATION FROM CLINIC SITE

Because consistent provision of services is deemed necessary to client/patient welfare, frequent absences from practicum, ([see section 2.9b](#)) whatever the cause, are just grounds for discontinuing a graduate student's clinical practicum. When the student can demonstrate that the cause for such absences no longer exists and that there are no other barriers to consistent participation, then readmission to practicum will be granted on a trial basis at a time considered to be appropriate by the Clinic Director. This policy includes students who volitionally withdraw from a clinical practicum.

The decision regarding whether the student receives credit for clock hours accrued for that semester depends upon the circumstances and is made at the discretion of the Clinic Director. More than likely the student's graduation will be extended to complete all the clinical experiences necessary.

**Termination from Clinic Site:** If a student is terminated by the supervisor from an off-site clinic setting after partially completing the semester, the consequences are as follows:

- The student may not receive credit for any of the clinic hours accrued during that rotation as determined by the clinical instructor and Clinic Director.
- The student may receive a failing grade for the practicum.
- The student may be required to write a Remedial Action Plan for success, approved by Clinic Director prior to continuation of the clinical program.

## 4.24 STUDENTS' REQUESTS FOR EARLY WITHDRAWAL FROM A PRACTICUM ROTATION

As with required academic coursework, graduate clinicians are not allowed to withdraw (or opt out of) from their clinic rotation(s) unless there are significant reasons beyond the student's control that prevent completion of the rotation within the official dates of a semester. Significant reasons include health (physical and mental) problems and family emergencies. In these rare cases, the student must provide the Clinic Director with appropriate documentation, such as verification in writing from a physician and/or counselor. Students who withdraw from a practicum rotation, due to significant circumstances (noted above), will receive an incomplete.

The clinic instructor will be asked to assign a grade at the time of the initiation of the incomplete to determine if clock hours earned during that incomplete rotation can be retained. According to University policy, incomplete grades must be completed before a student is eligible to graduate. Incomplete grades must be resolved no later than one year from the published end day of the semester in which the grade was assigned.

Chapter 5

# Appendices

## APPENDICES

- A.
- B. Approval of Graduate Elective Course
- C. Academic Support Plan for Success
- D. Clinic Support Plan for Success
- E. GA Performance Evaluation
- F. Petition for waiver of department policy
- G. Clinical Performance Evaluation
- H. Offsite Verification of Schedule Form
- I. Client Confidentiality Policy
- J. Clinical Practicum Plan
- K. End of Semester Procedures



APPENDIX B: Petition for Approval of Graduate Elective Course**Department of Speech & Hearing Sciences**

<b>Name:</b>	<b>Date:</b>
Department and number of course selected*	
Course title:	
Instructor:	
Semester and year when you plan to take the course:	
Rationale for your selection	

\*The elective course must be 3 credit hours of a 500-level course and must be taken for a grade.

Student signature: \_\_\_\_\_

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Advisor Approved: Yes \_\_\_\_\_ No \_\_\_\_\_

## APPENDIX C: Support of Knowledge and Skills: Academic Courses

**\*\*Note: THIS IS NOT THE ACTUAL SUPPORT PLAN FORM. Support plan forms are specific to each course and will be provided, if needed, by the course instructor. Each form will include the following information**

**Course:**

**Semester:**

**Student:**

**Responsible Faculty Member:**

**Issue (Identify reason for support plan – e.g., score below a “B” on midterm exam)**

**Standard addressed:**

List ASHA Standard being addressed in the support plan.

**Policy:** As stated in the SHS Graduate Student Handbook, students are given two chances to demonstrate knowledge that meets KASA requirements. The first time is during the course when the instructor presents the class material. The second time is when support plan opportunities are employed. Neither the instructor nor the department is obligated to offer a third chance for you to demonstrate knowledge for the standards associated with each course.

If the student does not successfully meet the specified criteria (stated below), the KASA standard will not be met, and additional opportunities to demonstrate achievement of the KASA standard will not be provided.

**Plan:**

**Deadline:**

I acknowledge receipt of the support plan. I’ve met the instructor to discuss and ask questions regarding this plan.

\_\_\_\_\_  
SHS Graduate Student      Date

\_\_\_\_\_  
SHS Faculty/Instructor      Date

The student **has /has not** met the support plan requirement.

\_\_\_\_\_  
SHS Faculty/Instructor Date

APPENDIX D: Support of Knowledge and Skills: CLINICAL SKILL**CLINIC PRACTICUM SUPPORT PLAN for SUCCESS**

Clinician \_\_\_\_\_ Clinic Instructor \_\_\_\_\_ Date \_\_\_\_\_

Duration of Remedial Action Plan: \_\_\_\_\_

Will an additional supervisor be rating the student? \_\_\_\_\_ Supervisor \_\_\_\_\_

Clinician Strengths and Competencies Met: \_\_\_\_\_

Competency to Address	Objective Clinician Behaviors to meet competency	Criterion level for competency

Performance will be reviewed on the following dates: \_\_\_\_\_

I agree to these action steps:

Student signature \_\_\_\_\_ Date \_\_\_\_\_

CI/Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

**Follow up:**

Support Plan successfully completed: \_\_\_\_\_ Date \_\_\_\_\_

Recommendations:

Support Plan NOT successfully completed \_\_\_\_\_ Date \_\_\_\_\_

Recommendations:

## APPENDIX E: Graduate Assistant Performance Evaluation

### GA Performance Assessment

<b><u>Date:</u></b>	<b>GA:</b>
<b>Supervisor:</b>	
<b>Rate the following Items as 1 (inadequate), 2 (adequate) or 3 (excellent)</b>	
<b>Punctuality</b>	
<b>Availability</b>	
<b>Reliability</b>	
<b>Interpersonal Traits</b>	

Areas of improvement:
Areas of strength:

Recommend:

Continue assistantship for semester \_\_\_\_\_, year \_\_\_\_\_ OR

Terminate assistantship, effective \_\_\_\_\_ ( *date* )

\_\_\_\_\_ Supervisor's Signature



APPENDIX F: Petition to Waive a Policy**Master's Student Petition for Waiver Form**

Name:	UNM Banner ID #:
Phone:	E-mail Address:
Semester, year enrolled in M.S. program:	Scheduled program completion semester, year:
SHS policy, procedure, rule, or guideline:	
Modification sought:	

*NOTE: Rationale for the petition from the student must be presented in a separate document.*

I have read the petition instructions and understand them. I have attached a typed statement giving the reason(s) why I believe this petition should be approved, along with any needed documentation justifying the petition.

**SHS master's student signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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SHS Clinic Director's recommendation:	SHS graduate student advisor's recommendation
Date:	Date:
Disposition:	Department Chair's signature:
Approve	
Disapprove	Date:

APPENDIX G: Clinical Performance Evaluation

Student Name:	Semester/Year
Clinic	Semester in Clinic: 1 2 3 4 5 6
Instructor/Supervisor:	ASHA Certification Number
Practicum Site	

<b>Rating Key:</b> 1 = Absent Skill/Maximum Instruction 2 = Emerging or Inconsistent Skill/Specific Direction 3 = Developing/Ongoing Guidance 4 = Meets Expectations 5 = Exceeds Expectations	<b>Relevant Disorder Areas Key:</b> Articulation- Artic Voice- Vce Fluency- Flu Swallowing-Swal Language- Lang Social/Pragmatics- S/PR Cognition- Cog Augmentative-Alternative Communication- AAC
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<b>1. Evaluation</b> (Standard IV-G)		
<b>Clinical Skill/Behavior</b>	<b>Relevant Disorder Areas</b>	<b>Final Rating</b>
a. Conducts screening and prevention procedures <ul style="list-style-type: none"> <li>Accurately completes identifying client information</li> <li>Accurately computes child's chronological age</li> <li>Establishes rapport with child/child appears at ease</li> <li>Successfully uses alerter to gain child's attention</li> <li>Is adequately prepared to administer the screening tool</li> <li>Correctly administers screening tool</li> <li>Administers screening tool smoothly and confidently</li> <li>Accurately scores screening tool</li> <li>Accurately determines need for further evaluation</li> </ul>		
b. Collects case history information <ul style="list-style-type: none"> <li>Establishes rapport (CLD)</li> <li>Plans and presents appropriate interview questions for disorder/age to collect relevant data (CLD, EBP, ICF)</li> <li>Conducts the interview process efficiently and effectively</li> </ul>		

<ul style="list-style-type: none"> <li>Integrates information from clients, family members, and others (CLD, EBP, ICF)</li> </ul>		
<p>c. Selects and administers appropriate evaluation procedures</p> <ul style="list-style-type: none"> <li>Preparation <ul style="list-style-type: none"> <li>Designs an appropriate diagnostic plan based on intake information (CLD, EBP, ICF)</li> <li>Insures complete preparation regarding set-up, materials, recorder, etc. (CLD, EBP, ICF)</li> <li>Organizes testing environment (ICF, CLD, EBP)</li> </ul> </li> <li>Session Management <ul style="list-style-type: none"> <li>Provides an overview of the diagnostic session/scope of testing/rationale</li> <li>Conveys expectations/limits for session</li> <li>Uses reinforcement that is meaningful and meets expectations of standardized procedures to manage client behaviors</li> </ul> </li> <li>Test Administration <ul style="list-style-type: none"> <li>Ensures all identifying information is on test forms</li> <li>Administers tests in appropriate order and according to standardized procedures</li> <li>Presents test items smoothly and confidently</li> <li>Records responses accurately and unobtrusively</li> <li>Records informal observations</li> </ul> </li> </ul>		
<p>d. Adapts evaluation procedures to meet client needs</p> <ul style="list-style-type: none"> <li>Demonstrates flexibility and modifies assessment plan based on client needs (CLD, ICF)</li> </ul>		
<p>e. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (CLD, ICF, EBP)</p>		
<p>f. Interprets, integrates, and synthesizes all information. (CLD, ICF, EBP)</p> <ul style="list-style-type: none"> <li>Reports/discussions reflect integrating understanding of client</li> <li>Demonstrates sufficient and accurate interpretation of performance</li> <li>Makes appropriate recommendations/referrals</li> </ul>		
<p>g. Makes appropriate recommendations for intervention. (CLD, ICF, EBP)</p>		
<p>h. Completes administrative and reporting functions necessary to support evaluation</p> <ul style="list-style-type: none"> <li>Writes with technical accuracy (grammar, vocabulary, and style)</li> <li>Presents content in logically sequenced, organized manner using required formats</li> <li>Report contains sufficient content/details (CLD, ICF, EBP)</li> </ul>		

<ul style="list-style-type: none"> <li>• Reports are complete and proofread prior to initial submission to CI</li> <li>• Reports reflect supervisory feedback</li> </ul>		
i. Refers clients for appropriate services <ul style="list-style-type: none"> <li>• Recognizes when a referral needs to be made and why (CLD, ICF, EBP)</li> <li>• Makes appropriate suggestions on who the client needs to be referred to</li> <li>• Makes appropriate suggestions on what information needs to be obtained</li> </ul>		
<b>Comments:</b>	<b>Rating for Standard:</b>	

<b>2. Intervention (Standard IV-G)</b>		
<b>Clinical Skill/Behavior</b>	<b>Relevant Disorder Areas</b>	<b>Final Rating</b>
a. Develops setting-appropriate intervention plans (CLD, EBP, ICF) <ul style="list-style-type: none"> <li>• Completes file review, completes case history, and integrates information</li> <li>• Selects appropriate target behaviors</li> <li>• Writes measurable and achievable objectives that meet client needs</li> <li>• Gathers baseline and progress data</li> <li>• Develops well-focused treatment plan/rationale</li> <li>• Demonstrates an understanding of theoretical principles and treatment techniques</li> <li>• Seeks knowledge/resources and integrates coursework/theory</li> <li>• Selects sufficient/relevant activities that are engaging and based on elicitation of targets</li> <li>• Organizes environment and prepares target-specific stimuli</li> <li>• Involves client/caregiver in creating treatment plan</li> <li>• Prepares homework or program, as appropriate</li> <li>• Submits/discusses proposed treatment goals, task analysis and timelines w/ CI</li> </ul>		
b. Implements intervention plans (CLD, EBP, ICF) <ul style="list-style-type: none"> <li>• Environmental/Behavioral Supports               <ul style="list-style-type: none"> <li>○ Environmental set-up limits distractions and is supportive of tx</li> <li>○ Demonstrates use of appropriate behavior management</li> <li>○ Keeps client informed of session aims and format and provides review</li> </ul> </li> <li>• Task Presentation/Elicitation Techniques</li> </ul>		

<ul style="list-style-type: none"> <li>○ Gives clear instructions and provides clear communication that support client levels of comprehension and expression</li> <li>○ Presents stimuli across modalities</li> <li>○ Uses redundancy and multiple exemplars</li> <li>○ Maximizes efficiency/# of responses across tasks (multi-target)</li> <li>○ Adjusts pace based on therapy needs (positive energy, flexibility, creativity, resourcefulness)</li> <li>○ Maintains balance between clinician instructions and client responses</li> <li>○ Allows appropriate processing time (wait-time)</li> <li>○ Specifies and demonstrates appropriate tx techniques</li> <li>○ Facilitates response level and teaches (e.g., uses examples, redundancy, demonstrations, etc.)</li> <li>○ Utilizes appropriately leveled scaffolding (cues/prompts)</li> <li>● Feedback (Correction/Reinforcement) <ul style="list-style-type: none"> <li>○ Uses general v. specific feedback/reinforcement effectively</li> <li>○ Uses specific v. intermittent feedback effectively</li> <li>○ Uses appropriate and/or multi-modal reinforcement</li> <li>○ Recognizes best effort from client and rewards attempts</li> </ul> </li> </ul>		
<p>c. Materials and instrumentation</p> <ul style="list-style-type: none"> <li>● Uses a variety of appropriate and motivating materials, activities, instrumentation.</li> <li>● Materials, activities and instrumentation facilitate objective target development</li> </ul>		
d. Sequences tasks to meet objectives.		
e. Provides appropriate introduction/explanation of tasks.		
<p>f. Measures and evaluates</p> <ul style="list-style-type: none"> <li>● Clients' performance and progress</li> <li>● Uses appropriate data collection methods</li> <li>● Accurately judges responses and accepts "incidental" responses</li> <li>● Regularly collects &amp; records quantitative and qualitative data accurately and unobtrusively</li> <li>● Accurately integrates, interprets, and summarizes session results/data and makes adjustments across sessions</li> <li>● Shares results with client/family</li> </ul>		
g. Uses appropriate models, prompts, or cues.		
h. Modifies intervention plans, materials or instrumentation to meet needs of client		

<ul style="list-style-type: none"> <li>• Recognizes overload-switches task/input</li> <li>• Self-monitors and makes appropriate adjustments</li> <li>• Demonstrates flexibility</li> <li>• Seeks and integrates constructive feedback</li> <li>• Adjustments and reported information reflect integrated understanding of client performance</li> <li>• Sufficient and accurate interpretation of performance</li> <li>• Makes appropriate recommendations/referrals</li> </ul>		
i. Completes administrative and reporting functions <ul style="list-style-type: none"> <li>• Prepares well-written lesson plans (including all components)</li> <li>• Consistently and accurately records, interprets and summarizes formal data and informal observations (logs/SOAP notes, data sheets)</li> <li>• Treatment session plans and progress reports include sufficient scope, content, and required components (goals, objectives, etc.)</li> <li>• Presents content in a logically sequenced, organized manner, using required forms</li> <li>• Completes paperwork in timely manner, without prompting</li> <li>• Writes with technical accuracy (grammar, vocabulary, and style)</li> <li>• Reports are complete and proofread prior to initial submission to CI</li> <li>• Reports reflect supervisory feedback</li> </ul>		
j. Identifies and refers clients for services as appropriate <ul style="list-style-type: none"> <li>• Recognizes when a referral needs to be made and why</li> <li>• Makes appropriate suggestions on who the client needs to be referred to</li> <li>• Makes appropriate suggestions on what information needs to be obtained</li> </ul>		
<b>Comments:</b>	<b>Rating for Standard:</b>	

<b>3. Foundation/Knowledge Base and Learning Skills</b>		
<b>Clinical Skill/Behavior</b>	<b>Relevant Disorder Areas</b>	<b>Final Rating</b>

a. Demonstrates knowledge of and interdependence of communication and swallowing processes <ul style="list-style-type: none"> <li>• Possesses foundation for basic human communication and swallowing processes</li> <li>• Possesses the knowledge to integrate research and theoretical principles into evidence-based clinical practice</li> <li>• Possesses knowledge of contemporary professionals' issues and advocacy</li> <li>• Displays commitment to learning (e.g., self-evaluates, seeks knowledge, develops learner goals)</li> </ul>		
b. Uses clinical reasoning and demonstrates knowledge of and ability to integrate research principles into evidence-based clinical practice		
c. Adheres to federal, state, and institutional regulations and demonstrates knowledge of contemporary professional issues and advocacy (includes trends in best professional practices, privacy policies, models of delivery, and reimbursement procedures/fiduciary responsibilities)		
d. Displays commitment to learning (e.g., self-evaluates, seeks knowledge, develops learner goals)		
<b>Comments:</b>	<b>Rating for Standard:</b>	

<b>4. Organization and Preparedness</b>		
<b>Clinical Skill/Behavior</b>	<b>Relevant Disorder Areas</b>	<b>Final Rating</b>
a. Displays organization and preparedness for all clinical sessions		
b. Demonstrates effective use of time and resources		
<b>Comments:</b>	<b>Rating for Standard:</b>	

<b>5. Oral and Written Communication and Collaboration</b>		
<b>Clinical Skill/Behavior</b>	<b>Relevant Disorder Areas</b>	<b>Final Rating</b>

a. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others		
b. Establishes rapport and shows care, compassion, and appropriate empathy during interactions with clients/patients and relevant others		
c. Uses appropriate rate, pitch, and volume when interacting with clients/patients or others		
d. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others		
e. Collaborates with other professionals in case management		
f. Displays effective oral communication with patient, family, or other professionals		
g. Displays effective written communication for all professional correspondence		
<b>Comments:</b>	<b>Rating for Standard:</b>	

<b>6. Professional Behavior</b>		
<b>Clinical Skill/Behavior</b>	<b>Relevant Disorder Areas</b>	<b>Final Rating</b>
a. Demonstrates professionalism		
b. Demonstrates openness and responsiveness to clinical supervision and suggestions		
c. Personal appearance is professional and appropriate for the clinical setting		
d. Demonstrates effective stress management and develops coping behaviors		
<b>Comments:</b>	<b>Rating for Standard:</b>	

<b>7. Ethics and Regulations</b>
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Clinical Skill/Behavior	Relevant Disorder Areas	Final Rating
a. Adheres to the <a href="#">ASHA Code of Ethics</a> and Scope of Practice documents and conducts themselves in a professional, ethical manner		
b. Adheres to HIPAA policies including client confidentiality and OSHA regulations		
Comments:	Rating for Standard:	

Midterm Rating: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature

Clinical Instructor/Supervisor Signature

Final Rating: \_\_\_\_\_ Date: \_\_\_\_\_ Final Grade: \_\_\_\_\_ \*

Student Signature

Clinical Instructor/Supervisor Signature

## APPENDIX H: Offsite Verification of Schedule Form

### **Verification of Off-Site Placement and Schedule**

*Start date: Week of*

*Mid-term date: Week of*

*Final Date of Clinic:*

*Instructions: All off-site supervisors are to complete this information on their practicum student(s) and submit to Mary Hartley Clinic Director, by the end of the second week of clinic. Please email a pdf of the signed form to Mary at [rowantree@unm.edu](mailto:rowantree@unm.edu); or have the student return the signed copy to the department.*

Student Name:

Supervisor Name:

Begin Date at Site:

End Date at Site:

Days and Times On-site:

Anticipated number of hours off-site per week to complete indirect activities (such as reports, documentation):

Anticipated disorders treated at this site:

Student will receive clock hours in treatment only, diagnostics only, or both:

Date \_\_\_\_\_

---

Supervisor Signature Student signature

## APPENDIX I: Client Confidentiality Policy

### **CLIENT CONFIDENTIALITY POLICY (10-31-19)**

Confidentiality and Privacy mean that the patients/clients have the right to control who will see their protected health information. With the enactment of the Health Insurance Portability and Accountability Act (HIPAA) of 1996, a client's right to have his/her health information kept private, secure and confidential became more than just an ethical obligation of healthcare providers, it became the law.

Protected Health Information (PHI) includes clients' identity, address, age, and any other personal information that they are asked to provide. In addition, PHI includes why a person is sick or in the facility, what treatments and medications he/she may receive, and other observations about his/her condition or past health conditions.

Healthcare providers use client information to determine what services should be provided. Ask yourself before looking at any PHI: Do I need this to do my job and provide quality care? What is the least information I need to do my job? Depending upon your task, if you do not need to know confidential client information, then you should not access it.

All UNMSLHC graduate student clinicians and clinical faculty members are required annually to complete the UNM HCC HIPAA training (via Learning Central). UNM HSC HIPAA certificates of completion must be submitted to either the clinic director (clinic faculty members) or administrative assistant (graduate student clinicians).

The UNMSLHC clinic director, clinical faculty members, and graduate clinicians are required to inform parents, families and clients about the need to maintain client confidentiality and to abide by this policy. Any breach of confidentiality must immediately be reported by submitting the incident report form, to the UNMSLHC clinic director and the SHS department chairperson. The incident report form is located at:

<http://shs.unm.edu/assets/documents/infosecurityreportform.pdf>.

The following standard operating procedures for the UNM Speech-Language and Hearing Center (UNMSLHC) must be strictly adhered to:

#### Client Files

- Each UNMSLHC client will have a permanent file and a working binder.
- The client's permanent file contains:
  - private information pertaining to case history,
  - authorization to release information,
  - test protocols/results, and
  - acknowledgement of receipt of the HIPAA notice of privacy practices,
  - previous semester clinic documents, such as diagnostic reports, progress reports, and SOAP notes.
- The client's working binder includes current semester:
  - SOAP notes,
  - session agendas,
  - treatment plans,

- data sheets, and
- worksheets (if applicable to the client)
- Each UNMSLHC client's permanent file and working binder are labeled with the client's assigned, unique UNMSLHC number.
- Each UNMSLHC client is assigned, by UNMSLHC administrative staff, a unique 4-digit client number (1001-9999) that is used for identification purposes on all documents placed in client work binders (Daily Plans, SOAP Notes, data sheets), stored in client permanent files (test protocols, final versions of treatment plans, progress reports, and SOAP notes), and used in all forms of correspondence.
- Permanent files are kept in a locked room and locked file cabinet, and they are available during the business day (7:30 a.m.-5:00 p.m.).
- Permanent files must not leave the SHS building.
- Graduate student clinicians obtain permanent files from their assigned clinical faculty member, the administrative assistant, or the clinic director.
- Graduate student clinicians must sign-out the file and indicate the time of file check-out.
- Permanent files must be returned and signed in by 5:00 pm each day using the designated process, unless in the *rare* circumstance that alternate arrangements for a later sign-in time are made with the clinical faculty member.
- Working binders are maintained by the assigned graduate student and clinical faculty member.
- Working binders shall not contain any identifying information.
- Graduate student clinicians are to access working binder information only in a secure and private setting (not in public).
- Graduate student clinicians must not leave working binders unattended (e.g., sitting in car, left on table in study area).

#### Client Documentation

- Initial clinic documentation (e.g., SOAP notes and Therapy Session Plans) will only contain client numbers and not names or initials.
- Only the final printed copy of progress reports shall contain the client's full name and identifying information.
- SOAP notes will be placed in the client's permanent file at the end of the semester.
- Clinic documentation on clients is to be shared between clinic faculty members and student clinicians using a *secured file-sharing system* designated by the University of New Mexico.
- Clinical faculty members will create a folder for each client, and that folder will be shared with student clinicians for only the semester that the clinician is assigned to the client.
- Graduate student clinicians and clinic faculty members are *not allowed* to save clinic documents on non-UNM owned computers.
- Printed clinic documentation (e.g., drafts) that is not to be stored (temporarily) in the working binder or (permanently) in the permanent client file, must be shredded immediately.

#### Oral Communications

- Keep discussions about client care private by closing doors, moving into a private space and conducting conversations so that others cannot overhear.

- If you find that you are overhearing someone else discuss PHI, politely remind them of the privacy policies and that they can be overheard.
- Discuss clients only with those providing service to the client and/or parent, spouse or guardian, unless specified on the Authorization or Release of Information form.
- De-identify the client for class and group discussions (i.e., use client numbers or general terms only).
- Do not leave PHI on voice mail messages.

#### Electronic Communications

- Graduate clinicians, clinic staff, and faculty members will ensure that all computers, cell phones and email accounts that are used for clinical work and/or correspondence are password protected.
- If confidential client information must be sent via email or text, it is not to be placed within the body of the text or email unless the client number (or non-identifying information) is used. Use general information such as “our client on Wednesday” or “your child” rather than a name or any identifying information.
- Clinical faculty members and graduate clinicians will respond promptly to any texts or emails containing confidential PHI and promptly delete these texts or emails.
- It is required that CIs and graduate clinicians use the following disclaimer on all email correspondence:

*DISCLAIMER: This communication, along with any documents, files or attachments, is intended only for the use of the addressee and may contain legally privileged and confidential information. If you are not the intended recipient, you are hereby notified that any dissemination, distribution or copying of any information contained in or attached to this communication is strictly prohibited. If you have received this message in error, please notify the sender immediately and destroy the original communication and its attachments without reading, printing or saving in any manner. Please consider the environment before printing this e-mail.*

- The use of non-UNM supported cloud storage systems, such as Dropbox, are strictly prohibited.
- Students are to immediately upload client audio and video files from their recording devices onto the *secured file-sharing system* designated by the University of New Mexico.
- Graduate student clinicians must have their assigned clinical faculty member send (or receive) faxes pertaining to UNMSLHC client care.
- The UNMSLHC fax machine is located in a secured location to minimize the improper handling of PHI.

#### Management of recorded treatment sessions

- As part of the clinical education mission of the UNMSLHC, individual treatment or diagnostic sessions are often video-recorded.
- The purpose of the video-recording is to allow graduate student clinicians with the opportunity to self-evaluate their clinical skills and discuss their observations their clinical faculty members.
- The UNMSLHC therapy rooms are equipped with video cameras that record sessions onto DVDs.
- DVDs must never leave the UNMSLHC building.
- The recordings must be stored in the client's UNMSLHC permanent file.

- When the recorded session is no longer needed, the graduate student is required to immediately shred the DVD using the department's cross-shredder.

#### Updates and Revisions to this Policy

Review and required updates to this policy will be made by the Clinic Director on an annual and as needed basis. Revisions will be approved by the Clinic faculty and Departmental Chair, in conjunction with the UNMH Privacy officer.

**ACKNOWLEDGEMENT**As a graduate student clinician, clinic faculty member, or administrative staff member of UNMSLHC, I recognize the client's right to confidentiality and agree to abide by each aspect of this policy and HIPAA regulations. Additionally, I will not release or discuss information relating to a client's care except as needed for the client care. Any violation, either intentional or unintentional, of this policy will represent a violation of the SHS Department's Essential Function document and could result in the discontinuation of the graduate student's participation in clinic practicum.

My signature below indicates that I have completed HIPAA training, read the above information, understand the above information, and will abide by the policies and procedures of UNMSLHC.

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SignatureDate

APPENDIX J: Clinical Practicum evaluation**PRACTICUM QUESTIONNAIRE AND PLAN**

Career goal:

Student requests out-of-town and/or out of state placement: YES\_\_\_ NO\_\_\_

If yes above, location: \_\_\_\_\_

Program Plan for SHS Courses

Class	Semester	Class	Semester
Language Intervention	"	Language Assessment	" "
AAC	"	Adult Neuro	" "
Dysphagia	" "	MED SLP	" "
Motor Speech		Voice	
Fluency	" "		" "

**In-House Clinic Experience (1st and 2nd Rotations)**Category Key: *Artic Vce Flu Sw Lang AAC Cog S/Pr*

	500.001	500.002	Clock hour categories met
Groups (list)	"	"	"
Adult disorders treated			
Child disorders treated	"	"	"
Disorders assessed in adults	"	"	"
Disorders assessed in children			

**Clock hour needs at completion of 500.002:****Plan for Off-Site Practicums**

Rotation	Semester	Off-site Setting	In-House Placement	Clock hour needs
<b>500.003</b>		" "	" "	" "
Notes/Comments:				
Rotation	Semester	Off-Site Setting	In-House Placement	Clock hour needs

<b>500.004</b>		" "	" "	" "
Notes/Comments:				
Rotation	Semester	Setting	ABQ or Town/State	Clock hour needs
<b>558 Internship</b>		" "	" "	" "
Notes/Comments:				

**Additional Clinic Enrollments: (if applicable and approved by Clinic Director)**

Enrolled in	Semester	Placement	Supervisor	Notes
<b>551-004 1 credit hour</b>				" "
<b>500 3 credit hours</b>				



## APPENDIX K: End of Semester Procedure

Additional deadlines and procedural information not mentioned here (such as progress reports, evaluation paperwork, and work binders) should be approved by your Clinic Instructor (CI) or Supervisor. Thanks in advance for your cooperation with these procedures.

*PLEASE NOTE: Students will receive half a letter grade reduction in their clinic grade (that is an A- instead of an A) if the following procedures are not met by the deadline below, preferably sooner.*

**Complete clinic practicum (including make-up sessions) and submit the following by 4:00 pm on (date).**

- **Client Satisfaction Questionnaires** (In-house only). Ask your client(s) to complete these prior to or during their last session for the semester and turn into the front desk. Copies of this form can be obtained from the front desk or off of One Drive.
- **Clock Hours.** Have all hours entered into CALIPSO and submitted for CI or Supervisor approval.
- **Final Clinic Practicum Evaluation (CPE) form and grade.** Review with your Clinic Instructor or Supervisor who will then submit your evaluation and grade. Be sure that your supervisor rates you on all disorders that you treated that semester and includes signatures at the bottom.
- **Supervisor Feedback Evaluations:** Complete the Supervisor Feedback form on CALIPSO for your primary CI/supervisor and any secondary CI/supervisors who you have been assigned to for a majority of the semester. Please complete this feedback prior to your final meeting with your CI. CIs and Supervisors will not see these evaluations until after your final grade has been posted.
- **500 Section Evaluation Kit:** We are no longer completing Evaluation Kit for 500.00 clinic sections. Please inquire with your instructor of your lab class on how students will evaluation the class. 558 Interns are to complete the 558 Evaluation Kit form.
- **Site Placement Evaluations.** We are now completing the “Off-campus Placement Evaluations” on CALIPSO. Please complete these on the site (s) that you reported to for a majority of the semester. This includes UNMSLHC (in-house).
- **Return all materials into the Test and Materials Library** and/or your CI. Special arrangements must be made with your CI if you need materials beyond this date. Please return any borrowed CI materials back to your CI.
- Assure that protected health information on clients is deleted from cell phones, flash drives, video cameras, emails, and computers. Your CI/Supervisor may also be checking your electronic devices to assure that this is done.
- Last but not least: Remember that your Clinic Instructor or Supervisor has spent invaluable time in supervising you this semester. A “thank you” and/or some other token of appreciation goes a long way.